



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SOUNDVIEW ACADEMY FOR CULTURE & SCHOLARSHIP

DBN (i.e. 01M001): 08X448

Principal: WILLIAM FRACKELTON

Principal Email: WFRACK@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: NANCY SCALA

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

| Indicate that a section has been completed by marking an "X" in the box to the left of each section | |
|---|--|
| X | School Leadership Team Signature Page |
| X | The SCEP Overview |
| X | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| | ▪ A major recommendation with HEDI rating |
| | ▪ Statement Of Practice (SOP) selected aligned to the goal |
| | ▪ A goal aligned to the major recommendation |
| | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal |
| ▪ Budget & Resource Alignment section (indicating all funding sources) | |
| X | Academic Intervention Services (AIS) |
| X | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

School Information Sheet for 08X448

| School Configuration (2013-14) | | | | | |
|---|----------|---|-----|---|-----|
| Grade Configuration | 06,07,08 | Total Enrollment | 305 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2013-14) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | 9 | # Self-Contained English as a Second Language | 6 |
| Types and Number of Special Education Classes (2013-14) | | | | | |
| # Special Classes | 18 | # SETSS | 3 | # Integrated Collaborative Teaching | 18 |
| Types and Number of Special Classes (2013-14) | | | | | |
| # Visual Arts | 9 | # Music | 5 | # Drama | N/A |
| # Foreign Language | 7 | # Dance | N/A | # CTE | N/A |
| School Composition (2012-13) | | | | | |
| % Title I Population | 85.2% | % Attendance Rate | | 90.1% | |
| % Free Lunch | 100.0% | % Reduced Lunch | | 0.0% | |
| % Limited English Proficient | 13.3% | % Students with Disabilities | | 22.9% | |
| Racial/Ethnic Origin (2012-13) | | | | | |
| % American Indian or Alaska Native | 0.7% | % Black or African American | | 26.6% | |
| % Hispanic or Latino | 70.0% | % Asian or Native Hawaiian/Pacific Islander | | 2.4% | |
| % White | 0.3% | % Multi-Racial | | N/A | |
| Personnel (2012-13) | | | | | |
| Years Principal Assigned to School | 3.34 | # of Assistant Principals | | 1 | |
| # of Deans | N/A | # of Counselors/Social Workers | | 2 | |
| % of Teachers with No Valid Teaching Certificate | 7.7% | % Teaching Out of Certification | | 30.3% | |
| % Teaching with Fewer Than 3 Years of Experience | 46.2% | Average Teacher Absences | | 3.1 | |
| Student Performance for Elementary and Middle Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 11.3% | Mathematics Performance at levels 3 & 4 | | 5.0% | |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | 41.1% | |
| Student Performance for High Schools (2011-12) | | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A | |
| Credit Accumulation High Schools Only (2012-13) | | | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | | N/A | |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2012-13) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | X | |
| Priority School | | | | | |

Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | |
|---|-----|---|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | Yes | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | Yes |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | No | Limited English Proficient | | N/A |
| Economically Disadvantaged | No | | | |
| Met Adequate Yearly Progress (AYP) in Science (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | Yes |
| Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | Yes | | | |

Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12) | | | | |
|---|-----|---|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

| | | | |
|--|---|------------|-----------|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| Our goals were written in direct alignment with Tenets 2-6 of the DTSDE and the NYCDOE Citywide Instructional Expectations. They were SMART and based on a thorough assessment of our school's needs, derived from the recommendations in our 2011-12 Quality Review. The strategies and activities were enumerated clearly and the funding sources identified. Their timelines of completion were broken down quarterly and the programmatic details listed in detail both in terms of internal and external human and capital resources. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| Teacher team use of inquiry-based protocols remained an area of challenge for the future and, therefore, are included in this year's SCEP. | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| Very few barriers except for not enough time to develop some goals more fully. | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| To a very significant degree. | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | X | Yes | No |
| If all the goals were not accomplished, provide an explanation. | | | |
| Yes, they were all accomplished, but at least two are ongoing and will be developed in more depth during 2013-14 | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | X | Yes | No |

Developing the 2013-14 SCEP

| | | | |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | |
| Our goals are written in direct alignment with Tenets 2-6 of the DTSDE and the NYCDOE Citywide Instructional Expectations. They are SMART and based on a thorough assessment of our school's needs, derived from the recommendations of our latest Developing Quality Review and School Environment Survey. The strategies and activities are enumerated clearly and the funding sources identified. Their timelines of completion are broken down quarterly and the programmatic details are listed in detail both in terms of internal and external human and capital resources. | | | |
| List the 13-14 student academic achievement targets for the identified sub-groups. | | | |
| <ul style="list-style-type: none"> • English: all students, PI 62 • Math: all students, PI 45; black, PI 33; Hispanic, PI 49; SWD, PI 18; Eco Dis, 45 | | | |
| Describe how the school leader(s) will communicate with school staff and the community. | | | |
| Through the existing bodies of the Cabinet, Lead Instructional Team, Whole Staff PD Sessions and our PA meetings. | | | |
| Describe your theory of action at the core of your school's SCEP. | | | |
| We prescribe to ownership of goals by executive and collaborative bodies/teams empowered to achieve results collectively. | | | |
| Describe the strategy for executing your theory of action in your school's SCEP. | | | |
| Our strategy includes high-level accountability for the executive and collaborative bodies/teams through codes of collaboration, common planning time and regularly scheduled share-out and review live and via our GoogleApps domain. | | | |
| List the key elements and other unique characteristics of your school's SCEP. | | | |
| Key elements of our SCEP include the core curricular domain, collaborative teaming and the strengthening of our PLC, provision for the tracking of key personal and academic behaviors of our scholars, as well as renewed outreach and engagement with our parents. | | | |
| Provide evidence of your school's capacity to effectively oversee and manage the improvement plan. | | | |
| Evidence of our school's capacity include the granting of tenure to the founding principal, the highest rate of teacher tenure approval in District 8, and our incredible achievement trajectory leading to commendation by the State and a progress report of an "A" by the city in 2012-13. | | | |

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Build upon current teacher team structures and the promotion of shared leadership to improve school-wide instructional coherence, thereby further increasing student achievement.”

| | | | | | | | |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-13 | Page Number: | 1 | HEDI Rating: | Developing |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|---|----------|---|
| X | 2.2 School leader’s vision | X | 2.3 Systems and structures for school development |
| X | 2.4 School leader’s use of resources | X | 2.5 Use of data and teacher mid-management effectiveness |

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers servicing students with IEPs will deepen their understanding of the Six Models of Collaborative Team Teaching in order to move toward a ration of ‘effective’ in Danielson components 4d and 4e by June 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. Teachers servicing students with IEPs will conduct classroom inter-visitations within their content and grade-level co-teaching peers, observing best practices aligned to the Danielson Framework for Teaching through the lens of the Six Models of Collaborative Team Teaching. Teachers along with the LEAD ICT Teacher and Assistant Principal will provide direct feedback through informal debriefing sessions and work in collaboration to discuss “Noticings & Wonderings”, the implications of effective and ineffective use of collaborative models on student learning and behavior, as well as the instructional and behavioral next steps.

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

1. The Assistant Principal, Lead ICT Teacher, General & Special Education Teachers and Guidance Counselor will act as drivers of this goal. Network liaisons and other external professional development partners, including RAMAPO, are also directly involved. Additional peer intervisitations will provide additional feedback and development. Moreover, our SBO program will allow for significant whole staff collaborative PD time dedicated to this goal.

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

1. Teacher Feedback Sessions: Create an opportunity for teachers to be exposed to critical feedback with recommendations for pedagogical improvements, increase their effectiveness in the classroom, and foster the maintenance of professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

2. Interclass-Visitation: Provide an opportunity for teachers to observe their peers within their personal learning/instructional environment. In conjunction with scheduled cycles of feedback, teachers share their observations of best practices, commendations of encouraging instructional models, and allow for self-reflection on opportunities for pedagogical growth.

3. Documentation of Effective Collaborative Teaming Practices: Teachers provided with scheduled cycles of feedback as well as weekly scheduled professional development that promote and enhance both their personal practice and their ability to provide leadership and support to colleagues as well as promote the Danielson Framework for Teaching. Teachers are also provided with Teacher Effectiveness portfolios allowing for the documentation of intervisitations, low inference note taking, and instructional next steps.

4. Collaboration with Guidance and Counseling Departments: Provide opportunities for teachers to obtain social-emotional information that may impact student learning and in collaboration with guidance and counseling develop strategies to address and promote student social emotional growth within the classroom and school community setting.

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

1. By January 2014: 100% of teachers servicing students with IEPs will participate in inter-visitations within their content area to observe best instructional practices within a collaborative team teaching setting.

2. By April 2014: 100% of teachers servicing students with IEPs will participate in continuous cycles of feedback, develop an increased receptivity to the feedback and demonstrate and enhancement of content knowledge and pedagogical skill.

3. By June 2014: 100% of teachers servicing students with IEPs will demonstrate a deeper understanding of the six models of collaborative teaming and its impact on student learning as evidenced by an assessment of spring MOSL results.

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

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

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | | Title IA | | Title IIA | | Title III | | Grants |
|--|---------------------|----------|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|--|-------------------------|----------|--|----------|---|
| X | PF AIS | | PF CTE | X | PF College & Career Readiness | X | PF Common Core |
| X | PF ELT | | PF Inquiry Teams | X | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | X | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“In the absence of a clear and coherent school-wide focus, some teachers do not leverage data results in a consistent and systematic manner, which leads to a lack of evidence of rigorous teaching practices in the classroom.”

| | | | | | | | |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-13 | Page Number: | 1 | HEDI Rating: | Developing |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|----------------------------------|----------|--|
| X | 3.2 Enact curriculum | X | 3.3 Units and lesson plans |
| X | 3.4 Teacher collaboration | X | 3.5 Use of data and action planning |

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teacher teams will utilize inquiry-based protocols to resulting in a deep analysis of student work and revised instructional methods by June 2014 as evidenced in Advance, Danielson Component 3d.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**
 1. Increase the use of Student Work and Inquiry Protocols to ensure content area teams dedicate significant meeting time to student work protocols focused on key student subgroups including students with IEPs and ELLs, to identify gaps in learning and instructional next steps
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Lead teachers and content team leaders at the grade level will drive this goal. In addition, network instructional liaisons will support. Our SBO program allows for significant whole staff collaborative PD time dedicated to this goal as well.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. 1) Each content area team will dedicate at least 45-minutes of weekly team time to a student work protocol focused on an identified sub-group; 2) Each team will follow up with specific instructional next steps aligned to their findings (i.e. gap analysis); and 3) Finally, each team will develop a series of instructional rounds dedicated to testing and reviewing instructional innovations as part of a commitment to the PDCA (Plan, Do, Check, Adjust) process.

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

1. By December 2013, 100% of content-area grade level teams meet weekly to conduct student work protocol gap analysis with next steps as evidenced in common planning agendas in google drive notes. By June 2014, 100% of teachers will successfully use a variety of techniques (multiple sources of entry in the content, process and product) during instruction to monitor student learning, engage student in the practice of self-assessing and monitoring their own progress.

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

1. Soundview Academy has continued to utilize the SBO process to develop and fine-tune a teacher-team centered program that allows for several structured weekly collaborative team meetings, as well a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and Lead Teachers to develop skills and competencies specifically linked to strengthening inquiry-based protocols resulting in a deep analysis of student work. Title I and Fair Student Funding, network professional development funding, and school-based per session funding will be utilized to directly support this work – in alignment with NYS CCLS mandates and resources. FOCUS resources will be driven to provide per diem/session coverage for teachers to conduct walk-throughs, intervisitations and external professional development visits to maximize content team development.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|----------|---------------|
| | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | X | Title III | X | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|----------|------------------|----------|---------------|

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

Focus School funding

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|----------|-------------------------|----------|--|----------|---|
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core |
| X | PF ELT | X | PF Inquiry Teams | X | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | X | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Further develop teacher practice to consistently employ strategies and methods that engage all students in higher-order thinking skills and ensure they participate in appropriately challenging work."

| | | | | | | | |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-13 | Page Number: | 1 | HEDI Rating: | Developing |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|---|----------|--|
| X | 4.2 Instructional practices and strategies | X | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | | 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will increase their use of higher-level questions, discussion techniques and student participation as evidenced in frequent informal observations resulting in a significant increase in teachers rated in Advance as 'effective' for Danielson component 3b.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. The development of department-wide instructional standards and methods for increased student accountable talk in all content areas – including proper scaffolding and differentiation, sentence starters, and formative and summative assessment – in order to further develop our scholars' critical thinking skills as evidenced by higher-level student response, more sophisticated student discussion techniques and greater student participation/facilitation in group discussions.

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

1. The Principal and Assistant Principal, Lead Teachers, and School Counselor will act as drivers of the goal – which forms the basis of our 2013-14 Instructional Focus in alignment with

NYCDOE Citywide Expectations. Network instructional liaisons are also directly involved. In addition, the December Quality Review 2013-14 process will be used as a mid-year benchmark to evaluate progress toward this goal. Additional peer intervisitations will provide added feedback and development. Moreover, our SBO program will allow for significant whole staff collaborative PD time dedicated to this goal.

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

- 1) Our Humanities, Math, Science & Arts departments will develop a series of instructional standards and methods for increased student accountable talk through the use of discussion-based activities, student-teacher conferencing and student-led presentations; 2) Each department will develop a timeline for the development and roll out of their accountable talk initiatives to achieve prior to the end the school year; 3) Each department will determine which specific assessment devices are developed to evaluate and track student progress in this domain. This process includes the use of several Wednesday Whole Staff Professional Development Sessions to map out the work, get buy in from teacher teams, and incorporate the whole staff in the selection and use of the targets and assessments of effective teaming.

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

1. By October 2013 100% of teachers will use Think-Pair-Share during instruction to promote student-to -student discourse. By January 2014, 100% of teachers will use at least three higher order question stems during each lesson to challenge students to justify their thinking and engage them in discussion. By March 2013, 100% of teachers will adapt the Common Core-aligned Lesson Planning Template with specific focus on the structure and support of higher-order questioning and student response.

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

1. Soundview Academy has continued to utilize the SBO process to develop and fine-tune a teacher-team centered program that allows for several structured weekly collaborative team meetings, as well a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and Lead Teachers to develop skills and competencies specifically aimed at increasing teachers’ use of higher-level questions, discussion techniques and student participation. Title I and Fair Student Funding, network professional development funding, and school-based per session funding will be utilized to directly support this work – in alignment with NYS CCLS mandates and resources. FOCUS resources will be driven to provide per diem/session coverage for teachers to conduct walk-throughs, intervisitations and external professional development visits to maximize content team development.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

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

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|--|-------------------------|--|--|--|---|
| X | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| X | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Continue to revise curriculum, including tasks, to ensure that daily lesson activities are rigorous and provide consistent opportunities for all students, including subgroups, to be cognitively challenged.”

| | | | | | | | |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|
| Review Type: | DQR | Year: | 2012-13 | Page Number: | 1 | HEDI Rating: | Developing |
|---------------------|-----|--------------|---------|---------------------|---|---------------------|------------|

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|-------------------------------------|----------|---|
| X | 5.2 Systems and partnerships | X | 5.3 Vision for social and emotional developmental health |
| X | 5.4 Safety | X | 5.5 Use of data and student needs |

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will implement mastery-based tracking of Post-Secondary Readiness skills, resulting in all teachers being able to articulate where students are in their development by June 2013 as evidenced with standards-based assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

1. The continued implementation of our “Scholars Mentoring Program” will allow for the instruction, assessment and revision of a framework of Post-Secondary Readiness skills, including a specific focus on Academic Behaviors and Academic Mindsets in alignment with the goals of the NYCDOE Division of Post-Secondary Readiness.
2. Students with IEPs and ELLs will continue to receive intensive group-based discussions, and participate in community service activities and executive functioning workshops tied to the Academic Behaviors Rubric to strengthen their SEL skillset overall.

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

1. Our SEL Committee provides the nexus for planning and implementation and includes Alisa Seidenberg (6th grade representative), Michelle Curiale (7th grade representative), Damien Cabrera (8th grade representative) and Marissa Bailey, School Counselor and committee chairperson. The work is further enhanced through a partnership with Eskolta and their direct involvement in planning and implementation of the pilot. Eskolta’s liaison Alicia Wolcott meets with the committee on a monthly basis to provide support and guidance. The iZone360 sponsors our partnership with Eskolta as well as direct support from the Office of Post-Secondary Readiness through the Academic Behaviors Pilot.

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

1. The primary means by which we assess the scholars program is through student growth on the Academic Behaviors Rubric and the Academic Mindset Survey. The Academic Behaviors Rubric assesses Goal Setting, Time Management, Organization, Academic Preparedness, and Preparation. The Academic Mindset Survey assesses how students feel about the following, “I belong in an academic community. My ability grows with my effort. I know I can succeed at this. The work I’m doing has value to me.”
2. The Adjusted Growth Percentiles for students with IEPs and ELLs will be compared to peers at similar schools to determine if they improved at a higher rate after receiving instruction and tracking of their Academic Behaviors and Academic Mindsets.

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

1. The Academic Behaviors Rubric is assessed quarterly. The Academic Mindset Survey is assessed in October and August. The data is documented and analyzed to influence instruction as well as one to one conferencing with students on their individual goals.
2. The Adjusted Growth Percentiles will be compared upon receipt of the scores from the state exam.

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

1. Soundview Academy has continued to utilize the SBO process to develop and fine-tune a teacher-team centered program that allows for several structured weekly collaborative team meetings, as well a two-hour weekly whole staff professional development period. Specific, targeted professional development sessions will be developed by our Network Instructional Liaisons, Lead Instructional Team, and Lead Teachers to develop skills and competencies specifically aimed at mastery-based tracking of Post-Secondary Readiness skills. Title I and Fair Student Funding, network professional development funding, and school-based per session funding will be utilized to directly support this work – in alignment with NYS CCLS mandates and resources. FOCUS resources will be driven to provide per diem/session coverage for teachers to conduct walk-throughs, intervisitations and external professional development visits to maximize content team development.

Budget and Resource Alignment

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

| | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Grants |
|--|--------------|---|----------|---|----------|--|-----------|--|-----------|--|--------|
|--|--------------|---|----------|---|----------|--|-----------|--|-----------|--|--------|

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

iZone360 Flex FundsX

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

| X | PF AIS | | PF CTE | X | PF College & Career Readiness | | PF Common Core |
|---|--|--|------------------|---|----------------------------------|---|--|
| | PF ELT | | PF Inquiry Teams | X | PF NYS Standards and Assessments | | PF Parent Engagement |
| X | PF Positive Behavioral Management Programs | | | X | PF RTI | X | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“School leaders and staff communicate high expectations to the school community and provide supports to ensure that students achieve their best.”

| | | | |
|------------------------------------|----------------------|-----------------------|--------------------------------------|
| Review Type: Quality Review | Year: 2012-13 | Page Number: 4 | HEDI Rating: Highly Effective |
|------------------------------------|----------------------|-----------------------|--------------------------------------|

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|--|----------|-------------------------------------|
| X | 6.2 Welcoming environment | X | 6.3 Reciprocal communication |
| X | 6.4 Partnerships and responsibilities | X | 6.5 Use of data and families |

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Our Parent Engagement Team will explore and test new methods of parent engagement to increase parental involvement in school-based activities and forums.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Utilize our Essential Allies planning grant to develop a user-centered design approach to vet new ideas for parent engagement.

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

1. This goal will be driven by our Parent Engagement Team comprised of the Principal, Parent Coordinator, Parent Liaison, Film Arts teacher and key members of our Parent Association. Monies from the iZone360 Essential Allies Grant will go directly to provide per session and per diem support for the work.

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

1. This grant brings with it its own research & design framework for the evaluation of its efficacy and overall impact on parental engagement and involvement.

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

1. November: Initial Brainstorming and User-Centered Exploration Stage; December: Understand; January-February: Ideate; March-June Prototype. See <http://www.izone360.org/eac-collaborative.html> for more detailed timeline of Essential Allies Grant.

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

1. The Principal and Parent Engagement Team, with the support of the School Counselor, Social Worker and School Leadership Team will act as drivers of the goal –in alignment with iZone360 sessions & resources structured around the grant. Our collaborative Wed PD sessions will allow for additional dedicated whole staff PD time.

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|----------|---|----------|-------------------------|--|--|----------|---|
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| X | PF ELT | X | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| X | PF Positive Behavioral Management Programs | | | | PF RTI | X | PF Supporting Great Teachers & Leaders |

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 | NYReady, Wilson, Saturday Academy and Club Reset | Tiered classes, small-classroom environment, Saturday classes | Daily, Thursdays/Fridays and Saturdays |
| Mathematics | NYReady, Saturday Academy and Club Reset | Tiered classes, small-classroom environment, Saturday classes | Daily, Thursdays/Fridays and Saturdays |
| Science | Club Reset | Small group environment | Thursdays/Fridays |
| Social Studies | Same as ELA – Humanities curriculum | Tiered classes, small-classroom environment, Saturday classes | Daily, Thursdays/Fridays and Saturdays |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Scholars Mentoring Program, PBIS, Weekly Individual & Group Counseling | Small classroom tutoring and one-on-one conferencing | Daily, Weekly, Advisory Program, Scheduled and At-Risk Sessions by Counseling Team |

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

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

As a relatively new public school serving our historically-underserved neighborhood in South Central Bronx, Soundview Academy has developed a specialized focus in the visual and digital arts as well as offering the district's only middle school Dual Language program. In addition, we participated in Phase One of the city's Special Education Reform, recognizing the importance of offering our scholars flexible programs that adapted to their special needs. In order to achieve such a program, Soundview Academy has been very aggressive in recruiting teachers that are highly-qualified and, often times, dual or triple certified to serve diverse instructional environments and deliver interdisciplinary curricula. Specifically, over 25% of our teachers are dual-certified in General Education and Special Education, Bilingual Education or English as a Second Language. Our recruitment approach has been robust and multi-layered. Our long-standing relationships with Math for America, NYCDOE's Teacher Recruitment & Quality Unit, Teach for America (TFA) and Teaching Fellows program (we currently have over 8 current and former Teaching Fellows on staff) have allowed us to recruit some of the best and brightest to a high-needs neighborhood in the Bronx. By posting our vacancies on employment and career websites such as Craig's List, developing internships with various local universities (Teachers College, Fordham, NYU, etc.), we have been able to vet top candidates from their teacher training programs. Lastly, our personnel committee regularly attends citywide job fairs and utilizes the full array of New Teacher Finder resources. Incidentally, our teacher retention rate last year was over 95%, a remarkable figure for community middle schools in the South Bronx, and our most recent BEDS survey demonstrates that over 95 percent of our teaching staff is considered highly-qualified by official certification standards.

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).

For several years, Soundview Academy has put in place as one of its major school-wide initiatives a dynamic and individualized SBO-based middle school program with major blocks of common prep time for content-area teams and weekly Wednesday whole-staff professional development sessions for its young and diverse staff. For teachers, this includes extensive mentoring for new teachers by our Lead teachers, network instructional liaisons and external professional developers. This involves weekly meetings with individual teachers within content and cohort teams, as well as outside professional development workshops differentiated for individual teachers and their teams. Given our school was developed during the roll-out of CCLS, our teachers are highly adept at implementing the new curricula at high levels of delivery – resulting in our grade of "A" in the NYCDOE 2012-13 Progress Report.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The consolidation of funds allows for direct expenditure to community-based partners to support work with our students in temporary housing as well as a complete array of special education push-in and related services for our students with IEPs, as well as robust bilingual and ESL programming for our English-language learners. In addition, it allows for the continuance of a highly-structured and collaborative weekly program that maximizes co-teaching, minimizes class size and allots designated time for advisory and health-related programs to be delivered on a regular basis to our at-risk population.

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.

All of our teacher participate in the NYCDOE MOSL selection process as well as an SBO-negotiated professional development structure that allows for significant input into PD sessions/workshops provided and the manner in which they are delivered.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

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).

**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);

**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 8 | Borough Bronx | School Number 448 |
| School Name Soundview 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 William Frackelton | Assistant Principal Tara Joye |
| Coach | Coach |
| ESL Teacher Meaghan Gribbins | Guidance Counselor Marissa Bailey |
| Teacher/Subject Area Zuleyka Guevara/DL Humanities | Parent |
| Teacher/Subject Area Domingo Garcia/DL Math | Parent Coordinator |
| Related Service Provider Diana Rameriz | Other Dania Diaz/Native Language Art |
| Network Leader(Only if working with the LAP team) | Other |

C. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | 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 | 3 | Number of certified NLA/foreign language teachers | 1 | 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 | 1 | 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) | 311 | Total number of ELLs | 38 | ELLs as share of total student population (%) | 12.22% |
|--|------------|----------------------|-----------|---|---------------|

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 38 | Newcomers (ELLs receiving service 0-3 years) | 25 | ELL Students with Disabilities | 8 |
| SIFE | 4 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6+ years) | 4 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 11 | 1 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 15 |
| ESL | 14 | 3 | 3 | 5 | 0 | 2 | 4 | 0 | 3 | 23 |
| Total | 25 | 4 | 3 | 9 | 0 | 2 | 4 | 0 | 3 | 38 |

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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*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 Spanish | | | | | | | | | | | | | 9 | 13 | 5 | 10 | | | 14 | 23 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 13 | 5 | 10 | 0 | 0 | 14 | 23 |

| 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): 37 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 37
 Native American: 0 White (Non-Hispanic/Latino): 0 Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 10 | 0 | 0 | 0 | 0 | 31 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 5 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 13 | 12 | 0 | 0 | 0 | 0 | 38 |

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) | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 3 | 5 | 0 | 0 | 0 | 0 | 14 |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 1 | 0 | 0 | 0 | 0 | 11 |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 4 | 0 | 0 | 0 | 0 | 13 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 11 | 10 | 0 | 0 | 0 | 0 | 38 |

| 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 | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |
| READING/ WRITING | B | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | |
| | A | | | | | | | | | | | | | |
| | P | | | | | | | | | | | | | |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 9 | 1 | | | 10 |
| 7 | 6 | 2 | | | 8 |
| 8 | 6 | | | | 6 |
| 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 | 9 | | 1 | | | | | | 10 |
| 7 | 1 | | 1 | | | | | | 2 |
| 8 | 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.
 1. Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' math levels are assessed using DYIO interim assessments and teacher made unit diagnostic, formative, and summative assessments. Additionally, ELLs are assessed using Milestones and RIGOR. These assessments are used to drive future instruction.

Some insights that have been gathered by the data provided is that ELLs struggle most in reading and writing. This has supported the school's instructional plan to provide students with additional support on ELA during after-school and Saturday Academy. The data that is provided from assessments is gathered and put into the school data tracker. The data inquiry team meets weekly to discuss patterns and trends and develop next steps. The ESL teacher is part of the data inquiry to support language acquisition concerns that may arise during analysis of data.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The NYSESLAT provided insights that ELLs display lower proficiency levels in Reading and Writing. Due to the high demand of reading and writing an ESL curriculum will be developed focusing on writing with support from non-fiction text. There were also some students who had low proficiency levels in Listening and Speaking. Instruction for these students will have time focused on building vocabulary and listening skills.
3. 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](#))
 3. Instructional strategies in all ESL classes will focus on building writing and reading skills. There will be instructional time dedicated to improving speaking and listening skills. These instructional strategies will include leveled grouping/pairing, activities that build language skills; such as role playing, leveled text will assist with reading skills, sentence starters and graphic organizers will assist with building writing skills. Instructional strategies will scaffold the lessons being taught within units.

At this time the AMAO is not available for the 2013-2014 school year until the AMAO tool is updated and available. Soundview Academy is utilizing the raw scores on the NYSESLAT provided by the students' reports of the NYSESLAT. As well, Soundview Academy has a language data tracker that is utilized for tracking multiple assessments throughout the school year.
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?
 - 4a. Beginner ELLs in all grades are scoring approximately at a level 1 on state exams given in English. Advanced ELLs in all grades rarely score a level 2 on state exams given in English. Former ELLs perform are performing higher with scores of 2 and 3 being reported on both Math and ELA state exams given in English. Students are provided the state exams in their native language for Math and Science state exams, however this does not significantly change the performance on exams.
 - 4b. Each year Soundview Academy students complete the periodic assessment. The ESL coordinator utilizes both the periodic assessment and the 2012 NYSESLAT scores to understand where each student needs to make progress.
 - 4c. The NYSESLAT has shown that most students struggle with reading and writing proficiency, this has guided the curriculum of the ESL program to focus on writing with research based information. Additionally, the data has influenced the enrollment of programs such as Saturday Academy and Intervention class. Students that need increased practice with spoken and listening will receive this through additional differentiation.
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 available due to being a 6-8 middle school.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions during content and grade level planning periods amongst teachers who provide instruction and support to English Language Learners. Additionally the ESL coordinator, testing coordinator and administration frequently discuss and plan during summer to create necessary programs to address the second language development of students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 5a. Soundview Academy uses a placement exam in Spanish to determine if a student is eligible for the Dual Language Class. This is used because there is no feeder school at this time. All students including ELLs are periodically assessed in their native language using the WRAP series. Additional assessments are used for students throughout the year on testing their English Proficiency, including Just Words, DRA, running records, pre/post unit exams, etc.
- 5b. The language level of the target language, Spanish, is varied throughout the Dual Language classes. Students that are considered EP range in their Spanish proficiency with some being on level or above, and many more, including ELLs, are performing below grade level in the target language.
- 5c. EPs are performing at, or above their peers on State Exams. There are some students in the Dual Language class that are performing below their peers, and have not made appropriate gains on the State Exam.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
8. Our AMAO report is used to guide, not only our ESL curriculum, but as well our ESL program. Our AMAO report has allowed us to use the information to determine additional instruction or support that is needed not only with ESL but with content area programs. To determine the success of Soundview Academy's program for ELLs, the NYSESLAT is evaluated annually. ELLs are continually assessed in the ESL program, using pre/post assessments, informal teacher conferences, periodic assessments, RIGOR and Milestones assessments. These assessments will determine growth in the four modalities. Additionally, informal assessment is used to assess the program for ELLs. Informal assessments include, running records, individual conferences, and classroom participation.

Part IV: ELL Identification Process

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

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

2. Once students are identified as English language learners, parents will be provided an informational orientation. Parents are invited to this orientation by letters sent home, as well as a phone call inviting them to Soundview at a time that may work for them. Phone calls and letters are provided in the parent's native language, according to the HLIS. At this time Meaghan Gribbins, and translator (if necessary), will have parents watch the NYC DOE video on the three different program choices; Dual Language, Bilingual, and Freestanding ESL. The video will be provided in the parents' language of choice. Parents will also be provided the informational print out on the three program choices, provided by the NYC DOE, in their language of choice. After this, parents will be able to ask any questions, in their native language, to clarify the different programs discussed. Parents will fill out a Program Selection, in their native language, at the completion of the parent orientation. After parents choose the program of choice for their child, the pedagogue will inform the parent of what program Soundview Academy offers.
3. 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].)
3. Once the student is identified as an ELL, the ESL coordinator, Meaghan Gribbins, will send out entitlement letters to the parents, as well as placement letters, depending upon parent choice. Continued Entitlement Letters and Proficient Letters will also be sent out to appropriate parents. ALL letters will be provided in the parent's native language. The letters will be mailed home by the Soundview Secretarial Staff, as well, students will be sent home with a letter that provides instructions to have the parent sign the letter, and return it the next day. Entitlement letters will be stored in the ESL binder.
4. 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.
4. Students that have been placed in ESL and continue at Soundview Academy will be placed in the freestanding ESL program. They will be placed in the corresponding grade level class for ESL and receive push-in instruction from the ESL coordinator to ensure all mandated minutes, as per Part 145, are being met. Any parent who chooses dual language in the sixth or seventh grade will be placed into the corresponding cohort, and still receive grade level ESL classes, as well as push-in instruction. Continued Entitlement letters, Placement letters, and Dual Language Choice Letters will be provided in the language of choice, as per the HLIS on file.
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.
5. The ESL coordinator will order the appropriate amount of NYSESLAT exams, and through meaningful rigorous instruction aligned to the Common Core Learning Standards, students will prepare for the Spring's NYSESLAT. ALL students who are considered ELL will take the NYSESLAT in May. Parents will be provided with letters in language of choice informing them of the NYSESLAT and the dates of administration. The testing team and inquiry team will also be aware of the dates of administration for the NYSESLAT and assist with any necessary support needed, including any grading, ordering and packaging. Soundview will also offer make-up dates for students who are absent on the day of scheduled testing.
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. **①**
6. If the parent's first choice is not offered at Soundview Academy, the pedagogue will inform the parent that they have the option to transfer the student to a school that offers the program. Parents that request to transfer their students to a bilingual program they will be sent to the website ELLProgramTransfers@schools.nyc.gov. The pedagogue will assist with locating a school for the parent that offers the program of choice. If the parent decides not to transfer the student, the pedagogue will inform the parent that the school is keeping track of parent choices, and when there are fifteen parents choosing a bilingual program on two consecutive grade levels, then the school will reach out to these parents to discuss the next steps Soundview will take to create a bilingual program. The pedagogue will keep the HLIS, parent program choice, and continually track on a spread sheet parent choices, in the Soundview ESL binder. At this time we have over 15 parents choosing Dual Language Program and Soundview Academy in the 6th and 7th grade and have created the necessary program that will reach the 8th grade by the 2014-2015 school year.

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])?
 - 1a. Soundview Academy offers a Push-in/Pull-out ESL program. The pull out ESL classes are mixed grade levels and based upon ELL proficiency levels. Beginner and Intermediate ELLs receive eight 45 minute periods of ESL. Advanced ELLs have four 45-minute periods of ESL a week. The pull out periods are combined with sixth, seventh, and eighth grade students. The pull out ESL class is taught by Meaghan Gribbins (ESL certified/ESL coordinator) and follows an ESL, specific to civics, writing curriculum. Three 45 minute periods a week are devoted to high needs areas and follows an intervention curriculum focusing on reading; SIFE and newcomers are typically addressed during this one 45 minutes period a week. There is two cohorts of 6th graders and 7th graders in Dual Language. ELLs who are sitting in a Dual Language class are still provided ESL pull out periods by the ESL certified teacher. An ESL teacher also pushes into math and science classes as necessary. Teachers that are teaching ELLs content area have shared planning time to discuss best teaching strategies.
 - 1b. Majority of ELL students are placed in a grade level cohort and travel together for the rest of their classes. For example, all seventh grade ELLs are placed in the 705 cohort. This provides access for one ESL teacher to push-in to appropriate content areas, as well as students to achieve the appropriate amount of ESL minutes. ELLs with IEPs remain in their appropriate classroom setting, such as ICT or 12-1-1 and receive mandated ESL minutes as per a separate schedule. Sixth graders that are ELLs, former ELLs or whose parents' have chosen the Dual Language Program are placed in the 605 or 705 cohort. Students that have ICT or 12-1-1 setting in the sixth grade follow the appropriate class and have a separate schedule that addresses their ESL minutes. Since the Dual Language program is English and Spanish, students whose first language is other than Spanish, sit in another cohort and are provided an ESL schedule that meets the mandated minutes.
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)?
 - 2a. The program at Soundview assures that ELLs receive the appropriate amount of ESL and ELA minutes. Beginners and Intermediate students attend ESL, when their cohort is in ELA. This allows for them to meet the mandate of 360 minutes a week

of ESL. Advanced ELL students attend ESL when their cohort is in ELA. They receive 180 minutes of ESL during the pull out ESL class.

Additionally, newcomers and SIFE are pulled for an intervention ESL class three times a week. Push in services are provided twice a week by an ESL teacher.

3. 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.

3. On each grade level ELLs travel in the same cohort, and have the same grade level content area teachers. Bilingual teachers are strategically placed to service the ELLs. For example, in the sixth grade side there is a bilingual math/science teacher and a bilingual humanities teacher servicing the Dual Language class, as well as the students who are not placed in Dual Language but are ELLs; they sit in a different cohort that is still instructed by the same teachers. In the seventh grade the humanities teacher is bilingual. In the eighth grade the science teacher, ELA, and math teacher are bilingual. Soundview Academy promotes the use of translanguaging, through using translated worksheets and allowing students to express themselves in their native language. In Math/Science, text books and workbooks are provided in the student's native language. Students are given exams in both English and their native language. Having the languages side by side allows practice for the state exams, which are provided in both languages. Teachers access the native language when assigning homework and speaking to parents, as to offer appropriate amount of support to the families of native languages other than spanish. The ESL coordinator and testing coordinator work closely together to assist the students where there is not a bilingual teacher who speaks the native language of that student. This may include accessing a translator. For example accessing a Bengali Translator for testing accomodations.

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

4. By having bilinigual teachers on each grade level in the Humanities classes, allows for teachers to evaluate students appropriately in their native language. Additionally, individual goals are set when teachers meet on a weekly basis to discuss individual students, best ELL teaching strategies, and other pertinent information. Teachers administer formal and informal assessments throughout the school year to assess the student's native language proficiency.

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

ELL students are appropriately evaluated in all four modalities of English acquisition throughout the school year through formal and informal assessments. This includes conferencing using rubrics for the spoken language, written pieces that are assessed using appropriate language development specific rubrics, running records and comprehension questions for reading acquisition, and finally listening is evaluated through multiple assessments.

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).

6a. SIFE students receive ESL through writing for 8 periods a week, and have 3 reading intervention pull-out periods. Instruction is differentiated by focusing on BICS during reading intervention, as well as phonics through the study of civics. RIGOR program is used during the intervention class to guide instruction and curriculum.

6b. Newcomer ELLs typically receive 8 periods a week of ESL through writing, and have 3 reading intervention pull-out periods. During the ESL through writing students will develop their BICS and CALPs through a specifically designed curriculum that targets the needs of the ELL population at Soundview. Each lesson is designed to meet the needs of all students and provide multiple access points for students to acquire the necessary materials. Multiple access points includes multiple reading levels of text, chunking of text, guided questions to reading, sentence starters, graphic organizers, differentiation of pacing, grouping and pairing, and small group instruction. The ESL curriculum focuses on writing and non fiction reading that will prepare students not only for the NYSESLAT but the ELA as well. If a newcomer tests Advanced on the NYSESLAT sooner than 3 years of being in the US, then the student will follow an Advanced ESL program.

6c. ELLs receiving service for 4-6 years will typically follow an Advanced ESL program (dependent upon NYSESLAT scores). These students will have 4 periods of pull-out ESL. The advanced curriculum will be ESL through writing, focusing on writing with the

use of non-fiction text, preparing students for the NYSESLAT and the ELA. The curriculum will be differentiated and will have independent studies where students will be expected to practice the skills taught during instruction. The skills will be taught with multiple access points, scaffolding, and at a pace appropriate to the needs of the class. Students that are at risk of becoming Long Term ELLs will attend Saturday Academy where they will focus on the skills needed to take the NYSESLAT.

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

6e. Former ELLs are provided testing accommodations for 2 years after testing proficient. If it is determined that a long term ELL needs further support then an action plan will be put into place.

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?

7. Instructional strategies are differentiated for ELL-SWDs to meet grade level content and expectations while providing access to the language. This is done through pacing of instruction, use of graphic organizers, materials that are appropriate for age and language proficiency level, and other such best teaching practices for ELLs.

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?

8. The needs of ELLs-SWD are met through differentiated instruction and flexibility of scheduling. ELLs-SWD will remain in the appropriate class setting, as designated by their IEP. They will receive four periods of ESL; as the majority of ELLs-SWD at Soundview happen to have tested Advanced. By receiving the four periods of ESL students will meet the mandated minutes of ESL. Instruction and curriculum will be differentiated to meet the needs, offering multiple access points for students to understand the material. Both the ESL coordinator and the Special Education coordinator will work together to develop educational plans that meet both the language and academic needs of ELLs-SWD. By keeping students in their appropriate classroom setting during daily instruction, with pull-out services of ESL will provide students with the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

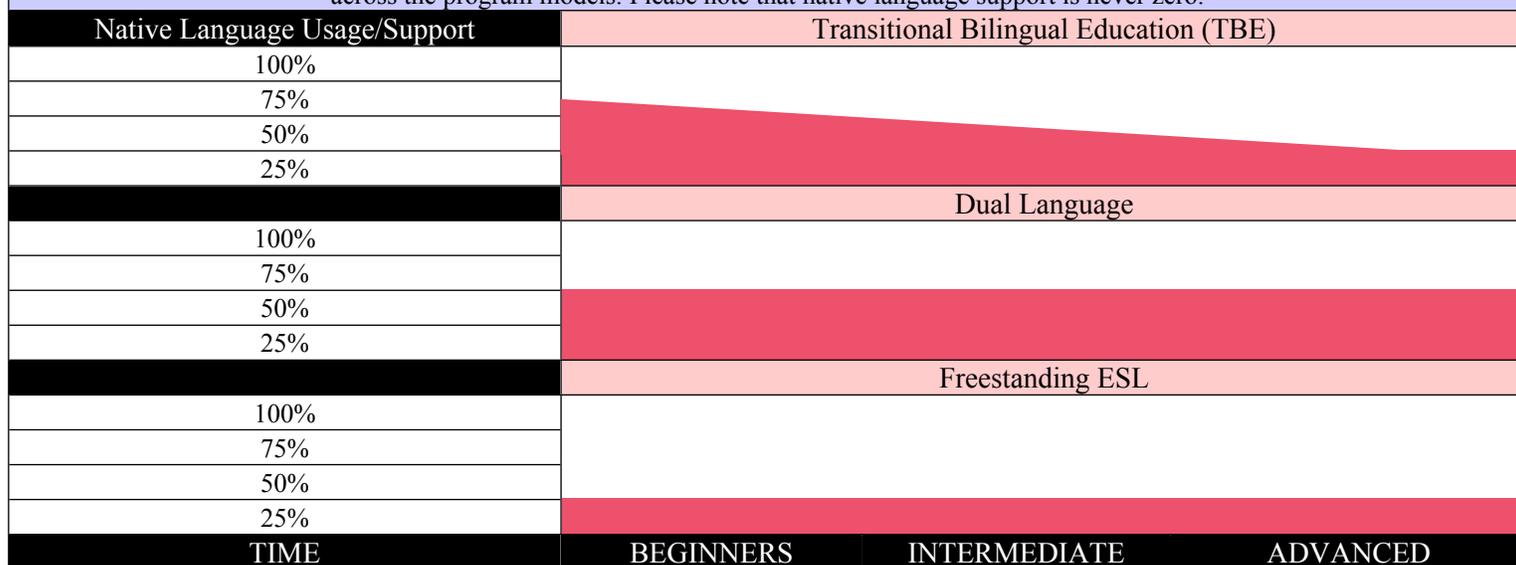
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



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.
9. The intervention programs for ELLs in content areas are to keep the students that are ELLs in the same cohort to provide the appropriate amount of push-in and pull-out support. Additionally, the teachers that are servicing these cohorts meet weekly with the ESL coordinator to discuss practice of best teaching strategies and develop target plans for individual students. Bilingual content teachers are strategically placed to teach the cohorts that include ELLs. There is also an after school program for ELA and Math support that ELLs are invited to, as well as Saturday Academy which focuses on content support. The ESL coordinator provides support to the teachers who are providing additional support to ELLs during the intervention programming outside of the typical school day.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Students have met AMAO 1 and AMAO 2 for the last three years, showing that students needs are being meet through the ESL program at Soundview Academy. Additionally, students are showing gains in their English language Proficiency levels.
11. What new programs or improvements will be considered for the upcoming school year?
11. Soundview will continue to analyze and make necessary improvements in our ESL and Dual Language program. In the 2014-2015 school year Soundview will expand the Dual Language Class to the 8th grade and welcome a new 6th grade Dual Language Class. Soundview Academy will also continue to develop the ESL Adult class and additional services, including bilingual after school classes. Additional push-in services will be considered. Soundview is also discussing further development of the native language class. Soundview Academy will continue to develop and modify Title III programs and materials that are currently being used through the different programs.
12. What programs/services for ELLs will be discontinued and why?
12. There will be no discontinued programs/services for ELLs, as all programs will remain intact and strengthen in the upcoming years.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs are afforded equal access to all school programs by having blending learnings. Students are placed in cohorts that have both monolingual and bilingual students. Soundview Academy offers a Scholars group which has both monolinugal and bilingual students. Students participate in a physical education/health class that is shared with multiple cohorts, providing a belending of bilingual and monolingual students. ELLs are offered a bilingual after school math program. ELLs who are performing at level 3 or higher on Math exams in the 8th grade are provided the opportunity to be placed in an advanced Math class. Additionally, all ELLs have equal access to after school programs and activities, as information is provided in both languages.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials used for ELLs include WRAP, Hot Topics, Discovery Math, Contintential Ready for the NYSESLAT and Beyond, RIGOR and Milestones. Technology resources that are used with ELLs are PBS Kids, Books on CD, DIscovery Streaming, Brain Pop, Achieve 3000, Rosetta Stone and iLearn.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language support is offered in content classes through translanguaging. There is limited native language support in the ESL program as this is an English only model. In the Dual Language Class the native language is supported/taught through content. There is no bilingual classes at this time. There is excessive use of scaffolding and when necessary native language will be used as a support with scaffolding. Translanguaging is used on the spot with bilingual teachers support, as well with translated directions of assignments, including assignments that are sent home in order for parents to access student expectations. Additionally Dual Language classes are given a Native Language Arts class to support the native language development. This is provided by the Spanish Language Teacher as our Dual Language Program is 50/50 Spanish/English. For students that speak a language other than English or Spanish, the ESL coordinator and testing coordinator secure appropraite translators when necessary. The Translation and Interpretation Policy offers further explanation.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. Services support the different ages and grade levels of students, as well as the resources. Classroom libraries provide High Interest Low Level text, as well as bilingual books. Milestones program also offers additional support to the different grade levels.

Support services, such as counseling, are provided in native language for newcomers and SIFE students. Outside bilingual speech services are provided to students who are in need. Additionally, IEP meetings are provided with a translator and language support when necessary.

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.

17. At the beginning of the school year for newcomers, Soundview Academy offers an orientation night with bilingual staff to support students and family. Students are also provided counseling support with bilingual counselor, to assist with adjustment. Newcomers that test into ESL and mandated to have ESL services are placed in the ESL through writing class, as well as the intervention ESL class. As students become more comfortable with the use of the English language and the American culture students will be transitioned out of ESL intervention but will remain in the ESL through writing class.

18. What language electives are offered to ELLs?

18. Soundview Academy offers Spanish Language Class in the 8th grade to the entire 8th grade. ELLs then receive Spanish Class with their appropriate cohort.

19. For schools with dual language programs:

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

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

b. The Dual Language class has been created in the 605 and 705 cohort, having all EPs and ELLs intergrated for all content areas. Some ELLs are pulled out for ESL services, as stated in the ESL section of this policy. Students are integrated for all content areas, however, arts and physical education are not taught by bilingual teachers at this time. Students are also intergrated with other cohorts for physical education.

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

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

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

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

2. The ESL teacher, teachers of ELLs and Dual Language teachers will attend Professional Development outside of school, as offered by the Office of English Language Learners. Teachers will collaborate during scheduled prep times to turn key and discuss how Soundview will support ELLs with engagement in Common Core Learning Standards. As PDs are offered, the ESL coordinator will reach out to identified teachers to ensure attendance and participation in these PDs.

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

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

The counseling department and the ESL coordinator plan day trips, weekend trips and evening trips for 8th grade ELLs to tour high schools, attend open houses, or attend high school fairs. Guidance Counselor and ESL coordinator will arrange for high interest highschools to come to Soundview to offer presentations and information about the particular high school.

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

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. The Parent Association meets on a monthly basis to provide support, and be given support, at Soundview Academy. The Parent Association provides invitations and information to the ELLs families in their native language. Additionally, Soundview Academy has created and offered an Adult ESL class on Saturdays. Parents of ELLs are invited with priority and then any additional seats will be offered to other parents in the community.
 2. Currently the school does not partner with other agencies of Community Based Organizations to provide workshop. However, the counseling department at Soundview provides workshops for parents and the community. The ESL coordinator also provides Adult ESL classes.
At this time the ESL coordinator has paired with Teacher's College at Columbia, which entails a teaching resident as an additional support to the community, and provides the opportunity to future growth with partnering with outside organizations.
 3. Parent needs are evaluated through informal meetings provided in native languages. Additionally, there are bilingual forms provided in the main office for parents to request meetings.
 4. Parental Involvement activities address the needs of the parents because the activities are driven by the needs that the Parent Association collects during PA meetings monthly. Currently the needs of parents have been to receive English, in response Soundview Academy has created an Adult ESL class for Saturday Academy.

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.

Our AMAO reports have more information on data.

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

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

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

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

Part VI: LAP Assurances

School Name: Soundview Academy

School DBN: 08x448

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------|---------------------------------|-----------|-----------------|
| William Frackelton | Principal | | 9/9/13 |
| Tara Joye | Assistant Principal | | 9/9/13 |
| Felicia Barnes | Parent Coordinator | | 9/9/13 |
| Meaghan Gribbins | ESL Teacher | | 9/9/13 |
| | Parent | | 9/9/13 |
| Zuleyka Guevara | Teacher/Subject Area | | 9/9/13 |
| Domingo Garcia | Teacher/Subject Area | | 9/9/13 |
| | Coach | | 9/9/13 |
| | Coach | | 9/9/13 |
| Marissa Bailey | Guidance Counselor | | 9/9/13 |
| Nancy Scala | Network Leader | | 9/9/13 |
| Marcos Martinez | Other <u>Operations Manager</u> | | 9/9/13 |
| Diana Rameriz | Other | | 9/9/13 |
| | Other | | 9/9/13 |
| | Other | | 9/9/13 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

Upon registration for the first time into the DOE system the administration inquires with parents regarding their language preferences. They are asked to fill out a Home Language Identification Survey. Copies of the language surveys are kept in the ESL binder, located in room 410. Additional copies are available in individual student files. This paperwork should remain in the student's cumulative folder, and passed on to their high school. In addition to this information parents are asked to fill out, and update, our Emergency Contact forms, where they must also indicate their home language preference, in written form and oral form. All documents are accessible in the Main Office. All information is submitted into ATS, and remains up to date. Meaghan Gribbins (ESL coordinator) and Diana Rameriz (Language Access Coordinator) remain in communication regarding parent language preference. If parents would like to be contacted and informed in a language other than English we utilize in house staff when appropriate or contact the Office for Language Translation and Interpretation.

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

Currently, there are five different languages other than English spoken within Soundview's population. The languages are the following: Spanish, Bengali, Urdu, Wolof and Twi. Out of 311 students in the school 72% students speak English. The data indicates that 27% students speak Spanish at home; it is the second most spoken language other than English. Outreach is made to all Spanish speaking parents in their language of preference. We provide an on-site interpreter who translates all documents sent home to parents in Spanish. In addition to providing translation for all documents the interpreter is also present during meetings, and phone conversations with parents that are not proficient in English. If there is another language indicated as parent's preference than documents will be provided translated to that language, and/or an on-site interpreter will be contacted via the NYC DOE Interpretation Unit.

Part B: Strategies and Activities

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

If a parent requests written documentation to be provided in another language other than English then information will be provided in the language requested. Currently, Spanish translation services are provided from in-house translators, as the most frequent language requested is Spanish, and Soundview has bilingual staff able to translate documents, phone calls, and on site. If additional languages are requested than Soundview staff will reach out to the DOE Translation and Interpretation Unit, and request further assistance at the time the language is needed.

Soundview Academy provides translations on flyers and documents sent home in Spanish, Urdu and Bengali.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-----------------|
| Name of School: <u>Soundview Academy</u> | DBN: <u>448</u> |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: <u>45</u> |
| Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>7</u> |
| # of certified ESL/Bilingual teachers: <u>3</u> |
| # of content area teachers: <u>4</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

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

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

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

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$

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