

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

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

School Name: **VISTA ACADEMY**

Principal: **DIA BRYANT**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: VISTA ACADEMY School Number (DBN): 19K661
School Level: Intermediate Grades Served: 6,7
School Address: 350 Linwood Street, Brooklyn, NY 11208
Phone Number: 718-647-0913 Fax: 718-647-0919
School Contact Person: Dia Bryant Email Address: Dbryant5@schools.nyc.gov
Principal: DIA N. BRYANT
UFT Chapter Leader: Curtis Smith
Parents' Association President: Delores Maldonado
SLT Chairperson: Curtis Smith
Student Representative(s): N/A

District Information

District: 19 Superintendent: JOYCE STALLINGS-HARTE
Superintendent's Office Address: 557 Pennsylvania Avenue
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 7182402740 Fax: 7182402751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zakaris
Network Number: 209 Network Leader: MARLENE WILKS

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- III. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------------|---|-------------------------|
| Dia Bryant | *Principal or Designee | |
| Curtis Smith | *UFT Chapter Leader or Designee | |
| Delores Maldonado | *PA/PTA President or Designated Co-President | |
| Leevone Church | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Marvin Walker | Member/ Teacher | |
| Kim Smith | Member/ Teacher | |
| Staci Cambria | Member/ Teacher | |
| Ivonne Valle | Member/ Parent | |
| Bonita Harrison | Member/ Parent | |
| Monica Kelly | Member/ Guidance Counselor | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|---|---|--|---|---|
| English Language Arts (ELA) | <ul style="list-style-type: none"> • Reading Levels 1 and 2 (not meeting standards) on 2014 NYS ELA Scores • Holdover scholars • Scholars who performed below grade level on October 2014 Benchmark and/or Interim ELA assessments | <ul style="list-style-type: none"> • Saturday reading and writing Academy for skills-based reading support. • myON Mondays to increase fluency, stamina and comprehension • Free-write Fridays to increase stamina and produce clear and coherent writing with emphasis on organization and style that are appropriate to the task • “Just Words” vocabulary groups • “Strategic Reading “ for vocabulary building and comprehension skills | one-to-one and small groups | During the school day, during lunch, after school and weekends |
| Mathematics | <ul style="list-style-type: none"> • Levels 1 and 2 performance (scholars not | <ul style="list-style-type: none"> • Saturday Academy for intensive | one-to-one and small groups | During the day, during lunch recess, after school, and |

| | | | | |
|---|---|---|-------------------------------------|--|
| | <p>meeting standards) on 2014 NYS Math Exams</p> <ul style="list-style-type: none"> • Hold over scholars • Below- grade level performance on October 2014 Benchmark and/or Interim Math assessments | <p>skills-based support</p> <ul style="list-style-type: none"> • After school intensive skills-based Math classes • Lunch time targeted practice Math sessions | | Saturdays |
| Science | <ul style="list-style-type: none"> • Low performance on teacher-made assessments | <ul style="list-style-type: none"> • Strategic reading of informational texts, • Strategic lessons on research methods • Strategic lessons on report writing. | Small group tutoring | During school and lunchtime |
| Social Studies | <ul style="list-style-type: none"> • Low performance on teacher-made assessments | <ul style="list-style-type: none"> • Strategic reading of informational texts, • Strategic lessons on use graphic organizers to organize information that has been extracted from the text. | Small group tutoring | During school and lunchtime |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> • Holdover scholars • General Education students with suspension records and/or persistent disciplinary referrals | <ul style="list-style-type: none"> • Regular sessions with Guidance Counselor, School Psychologist, Social Worker to support scholars' social and emotional needs | One-to-one and small group sessions | During the day and during lunch recess |

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none">• Scholars with chronic lateness and/or absence | | | |
|--|---|--|--|--|

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

The following are the goals as approved in the SIG application:

1. Scholars’ literacy proficiency grow by at least 150% versus the most recent literacy proficiency scores at J.H.S. 302 Rafael Cordero of 20%. At the end of three years we intend to have at least 50% of our scholars proficient (or above) in ELA as measured by the NYS ELA exam.
2. Scholars’ math proficiency grow by at least 140% versus the most recent math proficiency scores at J.H.S. 302 Rafael Cordero of 27%. At the end of three years we intend to have at least 65% of our scholars proficient (or above) in mathematics as measured by the NYS Mathematics exam.
3. “Safety and Respect” measures on the NYCDOE Living Environment Survey Report from 6.4 at J.H.S. 302 Rafael Cordero to at least an 8.5.

The three aforementioned goals hinge greatly upon stakeholders’ immersion in Vista Academy’s core values and character education. Through explicit immersion in positive character rituals, routines, practices and coursework, students, educators and school leadership will be less distracted by non-essential issues and therefore able to focus on students’ achievement in the content areas. In addition, the focus on character education helps to create positive, supportive relationships between all stakeholders. Such relationships are the greatest lever in providing targeted instructional and social-emotional support to scholars and propelling them toward academic success.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Vista Academy is a middle school that fosters both high academic achievement and character education. The academy’s mission is to support all learners in reaching high levels of academic achievement, through intentional instruction and explicit character education, through a detailed focus on our core values Safety, Persistence, Attitude, Respect and Community.

Vista believes that students learn best in an environment that is academically focused, emotionally supportive and physically safe. Vista Academy scholars are encouraged to take risks within their thinking process, without

the threat of punishment or reprimand. Students learn in a space that demands minds-on intellectual involvement, supported by attention to instructional subtleties (through data-driven instruction), respect and a trust in the power of working through difficult tasks. Vista Academy supports all levels of intellectual development, specifically geared toward the learning curve of each student.

Vista Academy seeks to support the developmental stages of adolescence, helping scholars to navigate the great changes in their lives. Character education at Vista Academy seeks to target the patterns and behaviors of adolescents from a proactive and positive perspective. The Academy believes that teaching students to be model citizens of moral fiber, based on basic tenets like respect, responsibility and integrity, is the cornerstone of world readiness—thus, immersing students in the character traits that lead to success is our philosophy.

Through an explicit focus on character education in the classroom, school-wide rituals and routines we intend to see scholars and parents develop a sense of pride and ownership for our school community. Through reflective practices, precise praise and restorative practices we intend for students to see their personal growth in our core values and ultimately feel very connected to the school community and confident about their academic abilities. The combination of explicit social emotional support with intentional academic press will make Vista Academy an inviting place where students feel valued and ultimately increase the overall level of safety and respect as well as students' academic achievement.

To support scholars in authentic literacy (reading, writing, speaking and listening), we have clearly indicated the strategies that will be used across ELA, Science and Social Studies in reference to pre-reading, during reading and post-reading. Writing frameworks and preparation are normed as well in an effort to create transferable skills across the content areas. The CCLS requires that ELA curriculum in the 6th grade be delivered in a 45% informational 55% fiction proportion with the proportion moving towards information texts as scholars move through the grades. In order to address this, we place all of the non-fiction/informational work in the Science and Social Studies courses with an explicit emphasis on literacy. By placing the informational work (reading, analysis and writing) in the Science and Social Studies classrooms, we hope to leverage the instructional time in the ELA class for usage (grammar, sentence refinement, etc), literature analysis and writing. Mathematics educators will be primarily focused on the 8 mathematical practices and the six shifts outlined in the Common Core Learning Standards as well as overall fluency in the math classroom.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

1. The Leadership Program (TLP): This is the partnership will provide targeted professional development to educators, academic and social emotional supports in the classroom and high quality parent workshops. TLP provides services with youth development programs in the areas of extended learning time, after school, violence prevention, and character education. The programs are tailored to meet the needs of inner-city middle school scholars with their primary to provide effective training in leadership skills in several contexts.
2. To create more instructional time in the schedule we have shortened lunch for four days per week from 45 minutes to 30 minutes. By doing this we are able to lengthen three class periods to 50 minutes each. These 50-minute blocks will be used for Strategic Reading, Mathematics, and English Language Arts. Teachers

are provided professional development specifically related to teaching longer blocks of time. We also offer a Saturday Academy for four hours every week for the lowest third of all scholars. Instruction is targeted at math fluency in the operations, vocabulary and writing for literacy. During scheduled NYCDOE vacations and breaks, we offer our lowest third of scholars the opportunity for additional instructional time Summer Intensive will be mandatory for all scholars who receive a level two on either of the New York State ELA or Math exams.

3. Vista Academy has partnered with St. John’s University to extend learning time as well. Specifically, scholars attend an afterschool program that is both academic and enrichment. The scholars are taught by their normal classroom educators for one hour of homework help of tutoring as informed by classroom and assessment data. The scholars also work on leadership, entrepreneurship, arts and crafts, robotics, STEM, fitness and other options. The University also offers undergraduate students during the school day to support our instructional focus and scholars who have been targeted (AIS).

Part 2c. Is the ELT program voluntary or compulsory?

X

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Although the ELT program is voluntary, the scholars have chosen the activities via survey. Currently we have over 60% of scholars attending ELT. We have been able to keep up attendance by:

- Creating a seamless day from the normal school day into the ELT
- Incorporating Multi-Media
- Supporting scholars’ interests
- Actively engaging parents through parent programming

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

4. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
5. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The ELT programs are overseen by school leadership which includes, but is not limited to educators, Assistant Principal and Principal. Both The Leadership Program and St. John’s University have Program Directors who are on site and in close communication with the Vista Team. The ELT program is a two pronged approach to academic enrichment and exposure to extracurricular activities aimed at nurturing the whole child. The program is in operation 5 days a week from the hours of 2:25 pm to 5:30pm for the entire duration of the school year. While St. Johns personnel is responsible for implementing the academic vision of the ELT program, that is done in close communication with Vista educators to ensure that participating scholars are receiving responsive interventions to better address their academic growth areas. A variety of extracurricular program options are provided by the Leadership Program, St. Johns University and Vista Educators. A detail scope of programming is available below:

- A) The Leadership Program: Digital Media, Vista News Broadcast, Dance
- B) St. Johns University: Karate, MAXX Leaders Program, Arts & Crafts, Robotics (Spring), College Ready
- C) Vista Academy Educators: Fitness 101, League of Extraordinary Young Women, Men of Vista Empower, Saturday Academy

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Implementation of the ELT program has been systematically rolled out to ensure the highest participation and retention of Vista scholars. The vital component to ensuring that the ELT program operates as intended begins with recruiting and fielding a staff with the capacity to operate such a program. After securing a capable staff it is important to make sure

they have the necessary materials and systems in place that will provide value to scholars specific to their academic and social needs. The enrichment portion of the ELT program holds great emphasis on supporting some of the skill development needed for scholars to be in tune with academic standards of the respective content areas. During the ELT segment of the school day scholars primarily use the Common Core aligned READY workbook to demonstrate their proficiency on targeted standards. Immersion of both content areas of focus, Mathematics and ELA, is aided by the use of 58 Mac computers. Scholars are all subscribed to TenMarks and MyOn; both online-based learning tools allow for educators to view and manipulate scholar data according to a specific standard or set of standards.

In order to fully implement the ELT program no adjustments were made to contractual schedules of DOE pedagogues. For the Vista educators who participate in ELT, they do so only after they have fulfilled their contractual responsibilities as outlined in the UFT contract. These participants, teacher mentors, work in conjunction with St. Johns university on Mondays and Tuesdays after the hours of 3:45pm.

Part 3c. Timeline for implementation and completion, including start and end dates.

ELT (OST) officially began on September 17, 2014 with 91 registered scholars. To date there are 113 scholars enrolled with the Vista Academy sponsored ELT program run in partnership with St. Johns University and the Leadership Program.

The programming is scheduled to run until the third week of June.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

| | | | | | | | | | | | |
|--|--------------------------------|--|------------------|--|--------------------|---|-------------------|--|-----------------------------|---|----------------|
| | 21st Century | | Tax Levy | | Title I SWP | X | Title I TA | | P/F Set-aside | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | X | Grants | | School Success Grant | X | In Kind |

List below any additional fund sources that will be utilized to support achievement of the goal.

OST – COMPASS funding through DYCD
1033g – SIG funding

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
5. Specify a timeframe for mid-point progress monitoring activities.

The scholars take four interim assessments throughout the school year. These assessments are designed by our partner Achievement Network and administered every 6 weeks. At the end of each assessment we are able to benchmark what scholars are on track to be levels 1,2,3 or 4. We use data from these assessments to inform and make decisions regarding AIS services that specific scholars need in specific content areas. The midpoint for this data is the second interim assessment that happens on January 5 and 6 of 2015. Following administration of the assessment, educators design a week of re-engagement. During this week scholars are re-engaged around specific standards that they individually need support with. At the end of this week the scholars are re-assessed on the standards that they have trouble with and are continually supported through the next unit on those standards.

Part 5b. Complete in **February 2015.**

| | | | | |
|--|---|-----|--|----|
| - Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

D) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Preliminary data supports that we have accurately identified scholars and educators and the specific supports that each of them need in terms of advancing instruction.

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | | | | | |
|--|---------------------------------|----------|---|--|--------------------|
| | Schoolwide Program (SWP) | X | Targeted Assistance (TA) Schools | | Non-Title I |
|--|---------------------------------|----------|---|--|--------------------|

Part 2: All Title I Schools

2a. 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.

- Forming hiring committee (made up of administrators and teachers), which creates the hiring protocols, conducts interviews, and evaluates demonstration lessons.
- Attending middle school hiring fairs
- In-house referrals
- Teacher input to professional development plan
- Teachers delivering professional development
- Partnerships with organizations that provide specific and relevant professional development (Generation Ready, Bureau of Educational Research, Uncommon Schools)

2b. 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).

- Generation Ready consultants weekly for over 30 weeks in both math and ELA.
- The leadership, instructional coach and teachers participated in the design and revision of the yearlong professional development plan with the Danielson Framework for Teaching.
- Peer Instructional Coaches conduct weekly New Teacher Mentoring sessions.
- Leadership provides frequent feedback sessions using the Danielson Framework for Teaching
- Teachers regularly attend professional development sessions on the Danielson Framework for Teaching
- Teachers use the Framework for Teaching to turnkey professional development
- Teachers deliver and are responsive to their pedagogical needs

Part 3: TA Schools Only

3a. Use of Program Resources

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

- Title I: technology, professional development, per session, consultants, STH, OTPS (general supplies/technology supplies)
- Title III: translation devices, supplies, per session, translation glossaries

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing

ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Currently, our pullout services target scholars who are borderline in specific content areas or express a significant academic need. All additional supports happen within the classroom during the school day. Specifically, educators funded with TA are working with our reading program and providing math support during lunch and after school. TA funding is also used to support the attainment of additional Special Education teachers given our population.

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- c) **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- d) **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- e) **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- f) **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- g) **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- h) **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- i) **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- j) **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- k) **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- l) **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **19K661**, 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 the school and the families. The 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 the school community. **19K661** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

19K661, 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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

VI. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|----------------------------------|-------------------------|--------------------------|
| District 19 | Borough Brooklyn | School Number 661 |
| School Name Vista Academy | | |

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 115 | Total number of ELLs | 13 | ELLs as share of total student population (%) | 11.30% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 10 | | | 1 | | | 2 | | | 13 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 10 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 13 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 13 | | | | | | | 13 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | | | | | | | 3 | | | | | | | 3 |
| Intermediate(I) | | | | | | | 3 | | | | | | | 3 |
| Advanced (A) | | | | | | | 7 | | | | | | | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 52 | 39 | 8 | 2 | 101 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 63 | | 23 | | 18 | | 1 | | 105 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Spanish Lab to assess early literacy skills of our ELLs. The data helps to inform our transitional bilingual program, because based on the data we are able to determine how to best support the student. For example, we can translate only key words if they are not literate in their own languages or we can translate entire passages if they are strong in their native language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We have found that all students who are new into the system (LAB-R) are beginner English language learner students. Based on the NYSESLAT a mix of all 3 levels (beginning, intermediate and advanced). Thus, we've created a class with all the ELL students and created a buddy system to have our beginner students paired with former ELLs who are fluent in now English. We are hoping that by using their native language and pushing each other to work on their English we can help both students increase their literacy levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have found that looking at our NYSESLAT scores, that we have students who are slightly higher scoring in Reading and Writing than Listening and Speaking. This shows that our students are getting literacy supports probably in all classes but they are not practicing and thus making gains in their ability to verbally communicate and respond to others' communication. According to AMAO, we need to work on our ability to move our students from beginner to intermediate, intermediate to advanced, etc. As we are a new school, we will be looking at the gains our students made last year and look to set individual student goals so that we understand how we have to move each child. Additionally, we purchased a Rosetta Stone License and conduct targeted assistance every Monday and Tuesday with our ELL students after-school in the computer lab. Each student has their own username and password so that the program can target their specific needs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As we are a new transformative school, we only have 6th grade students. We see that our students are struggling with Listening and Speaking more than Reading and Writing. Some students took a Native Language test, though many did not. Many students scored similar results in their Native Language exam as their English exams.

b. When we get the scores from our interim assessments, we have data days where teachers work together in order to plan reteaching, to move students in respect to their individual goals, and to plan individual instruction for interventions that speak to the data gathered from the interim assessments. Leadership meets with teachers weekly to go over data on classroom assessments and to see growth as compared to data from interim assessments. We track the growth based on CCLS performance.

c. We have not received a periodic assessment back yet as we are a new school and just gave our first interim in November. However, based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Not Applicable, as for the 2013-2014 school year we are only 6th grade.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use native language instruction for our transitional bilingual program on an on-going basis. We have native language supports in the classroom and we scaffold instructional materials when possible in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

a. We have used English Proficient students' LAB-R scores and we also have individual conferences with our students to determine their current performance level. We also use on-going formative and summative assessments in the class so students can demonstrate their proficiency. Students are writing and reading texts frequently in all classes.

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

c. As a whole, our EP students similarly to our general population.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
As we are a new school, we will be thoroughly evaluating our program. We will analyze data to determine whether we met our Annual Measurable Achievement Objectives (AMAO) goals and our ELLs met their Adequate Yearly Progress (AYP) goals. We will examine how many of our students moved into a proficient rating on NYSESLAT, and how many of our students moved levels on the NYSESLAT both overall and within each modality.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Students and families are directed to our main office to enroll in Vista Academy. At enrollment, the parent coordinator, Ms. Gonzalez meets with the family and determines whether the ELL coordinator, Ms. Romero, should be involved in the enrollment process based on the native language spoken. If it is determined that the student's native language is not English, the ELL coordinator, Ms. Romero conducts the home language survey, a formal initial assessment, and an oral interview with the student in English and in the native language (if possible). Next the ELL coordinator, Ms. Romero administers the LAB-R in English within the 10 days of enrollment. Families receive their ELL recommendation, then have a parent meeting where we discuss program options, entitlements, and how we can support both the child and the family.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
We meet with parents within the first 10 days of their child being admitted in order to explain all the options that are available to them. We show them the orientation video available from DOE in their native language and then explain what programs we are currently running in our school and all the options that are available to them throughout the DOE. We follow up after the initial orientation in order to check on their satisfaction with their chosen program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
We encourage parents to submit all paperwork at orientation, if they feel prepared. If they would like more time forms can be taken home and returned with the students, as they complete them. All forms are secured in our main office as they are turned in.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
In order to place students in the instructional programs of their parents' choice, we refer to the choice letter they make. We meet with parents, parent coordinator, as well as the ELL coordinator in order to help them make the choice that is best for them. We have translation services available in order to ensure that our parents understand the decisions they are making for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
As a new school, we have not yet had a NYSESLAT administration, however, we will have our ELL Coordinator, Ms. Romero and the testing coordinator, Ms. Hall, work together to ensure all parts are administered appropriately with all testing requirements, accommodations and necessary protocols met.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
As a new school, we don't have a history of requests. Our parents seem to gravitate towards ESL and the reasoning we hear a lot is that they need to learn English in school. We share with them the benefits of our bilingual program but it is not as popular.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We have a small advisory of 10 ELLs that meet on Mondays and Tuesdays to work on specifically on language acquisition via the interactive computer program, Rosetta Stone. Additionally, our transitional bilingual program allows for additional push-in support, as needed. If our students need pull out help, we are flexible with that as well.
 - b. We have all students traveling in blocks as classes. Our classes are grouped heterogenously, however a majority of our students are performing at a level 1 or 2.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

At this point in the year, our transitional bilingual program is 60%/40%. Instruction is done in English and Spanish for math and for all other content areas and we have native language supports as appropriate such as textbooks in Spanish and our buddy system to help students when they are stuck. Our instructional approach is one in which we differentiate our work time to address the needs of each child. Students are grouped according to what they need work on and they get those needs addressed through their teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We have individual conferencing with their ELA teacher in order to check their growth in their native language. Data tracking systems include: tracking comprehension, fluency, and retention
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have periodic assessemnts that take place throughout the year that assess students listening, reading and writing skills. By using the data from these assessments, we can see and track our student growth over time in these modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Currently, Vista Academy does not have any SIFE students. Our plan would include inclusion in our after-school program and

Saturday school, when it begins, in order to have additional time with teachers to process all the standards and material they have not been exposed to.

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

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

d. Currently, we have no long term ELLs.

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | | | |
|--|------------------|---------------------|-----------------|
| | Beginning | Intermediate | Advanced |
|--|------------------|---------------------|-----------------|

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

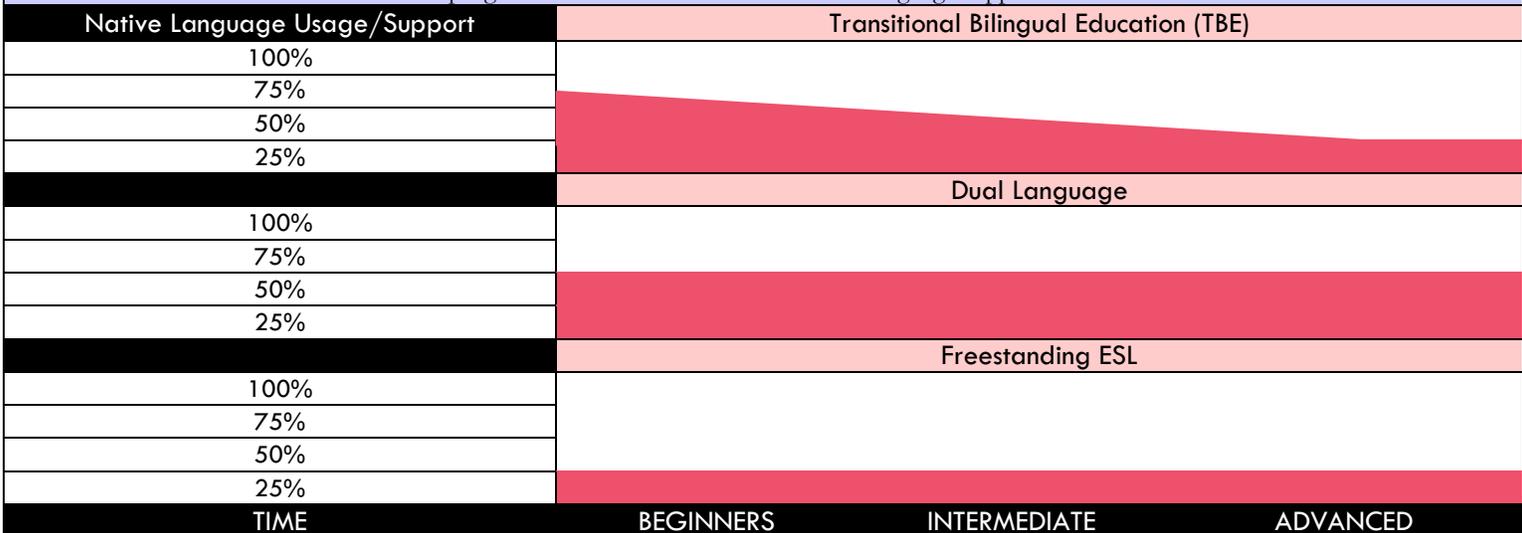
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.
In ELA, Math, and Science, our ELL students are offered after-school tutoring, extended day tutoring, and push-in support. We also have Words to Go, Just Words and Rosetta Stone to provide level specific interventions. Our intervention programs are offered in English with native language supports.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We want to have more intervention support as we acquire technology through our new school grants. Once we have laptops and computer access, our students will have additional opportunities for support. Right now, our interventions seem to be meeting the needs of our students but we will learn more when our interim data comes back
11. What new programs or improvements will be considered for the upcoming school year?
We will consider Read 180 and Achieve3000 as they both have research based success rates to support them.
12. What programs/services for ELLs will be discontinued and why?
Not applicable. This is our first year as a school, and therefore have not discontinued any programs or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered access to all our programs. Our after school programs include: tutoring, dance, fashion, basketball and drama. We offer tutoring to help our ELLs with their struggles as well as to provide them with more processing time as may be necessary to master the material.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
We have purchased books for our strategic reading room in Spanish. For Math, we have class sets of CMP3 in Spanish as well as our Science and Social Studies texts in Spanish. For technology supports, we are using Rosetta Stone.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We have reading materials to support our students. When necessary, our teachers translate materials for our students to ensure they are getting the content while learning the English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As we are a new school, all of our ELLs are the same grade level, 6th.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Everyone was new this year to our new school. We have orientation for all students in August in which we invite parents to come in and see our school and get acquainted with teachers. Next summer, we will encourage our ELLs to meet the other ELL students in the building to make them feel safe and welcome. This will also be a good connecting opportunity for parents of newly enrolled students to meet other families of students.
18. What language electives are offered to ELLs?
We do not have language electives available to any students this year.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- a-e) Not applicable, we do not offer a dual language program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. For professional development, we register for workshops held by the DOE to help train our ELL teachers on best practices for scaffolding to the ELL population. Our teachers share best practices. We also have intervisitations within our own classrooms to see what is working and what needs to be adjusted.
 2. Teachers attend specific workshops on how to integrate CCLS into their scaffolding and lesson planning. We want our teachers to reach the high level of rigor that CCLS demand when teaching to our ELL students.
 3. As our ELLs transition into our school, we reach out to their elementary schools to get insights into how the students were performing and what worked and didn't work in terms of teaching that child. We teach them about moving from teacher to teacher for their subjects but that their ESL teacher is a constant. We also teach them to advocate for themselves and ask for help when they need it.
 4. We use our monthly professional development times to teach all teachers how to scaffold for our ELLs. Every teacher in the building is responsible for at least one ELL student so we need to share best practices and help each other grow. We have our ELL coordinator share her knowledge on how to teach ELLs in workshops and her share her knowledge.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We are working to increase parent involvement as a whole at our school. Our ELL students are contacted regularly by our bilingual parent coordinator in order to keep them on top of the monthly parent workshops we offer. We will offer Rosetta Stone for English to our parents as soon as we have the computers in the school. We also communicate with parents on a regular basis about what is being taught in our classrooms and how they can follow their child's progress on our online grading system.
 2. Cypress Hills Local Development Corporation shares a building with us and has reached out in order to help support the families in our neighborhoods. This community based organization provides workshops, services, and resources to interested ELL families.
 3. We have surveys through our Parent Coordinator to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students.
 4. We seek to ensure that our parents are able to communicate in English if they feel they need support. We also provide workshops on what parents need to know about middle school, about the high school process, and about such relevant topics as bullying. We also tell parents how their children are doing in terms of learning English by sharing with them the interim assessment data we receive after each test.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|-------------------------------|-----------|-----------------|
| Dia Bryant | Principal | | 11/13/13 |
| | Assistant Principal | | 1/1/01 |
| Raquel Gonzalez | Parent Coordinator | | 11/13/13 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| Treena Hall | Teacher/Subject Area | | 11/13/13 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Vanessa Gonzalez | Guidance Counselor | | 11/13/13 |
| | Network Leader | | 1/1/01 |
| Mallory Romero | Other <u>ELL Coordinator</u> | | 11/13/13 |
| Cynthia Nieves | Other <u>Pupil Accounting</u> | | 11/13/13 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |