



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT: PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

08X448

School Name:

SOUNDVIEW ACADEMY FOR CULTURE & SCHOLARSHIP

Principal:

WILLIAM FRACKELTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Soundview Academy School Number (DBN): 08X448
School Level: Middle School Grades Served: 6-8
School Address: 885 Bolton Avenue
Phone Number: 718-991-4027 Fax: 718-991-
School Contact Person: Shyola Priester Email Address: slloydpriester@schools.nyc.gov
Principal: William Frackelton
UFT Chapter Leader: Roger Ball
Parents' Association President: Taimy Ramos
School Leadership Team
Chairperson: Sharon Thomas
Student Representative(s): Stephanie Ramos

District Information

District: 8 Superintendent: Karen Ames
Superintendent's Office Address: 1730 Zerega Avenue, Bronx 10473
Superintendent's Email Address: kames@schools.nyc.gov
Phone Number: 718-794-4905 Fax: 718-828-6239

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 107 Network Leader: Nancy Scala

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:

- 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*.
- 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.**
- 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)
William Frackelton	*Principal or Designee	
Roger Ball	*UFT Chapter Leader or Designee	
Taimy Ramos	*PA/PTA President or Designated Co-President	
Carl Jocelin	DC 37 Representative, if applicable	
Stephanie Padilla	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Charles Choice	CBO Representative, if applicable	
Sharon Thomas	Member/UFT	
Michelle Curiale	Member/UFT	
Otis Thomas	Member/ Parent	
Jacquelin Smith	Member/ Parent	
Zoraida Millet	Member/Parent	
Cynthia Georges	Member/ UFT	
	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

The School Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

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 School Comprehensive Educational Plan (SCEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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 SCEP Development

School Leadership Teams should engage in the following steps:

- **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, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. 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, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your 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).
- **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: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Soundview Academy was founded in 2009 with the mission to turn the conventions of community-based South Bronx middle schools on their head. One year later we became the first Bronx middle school to join the ambitious iZone360 cohort of schools. By our fourth year, we became the only "A" zoned middle school in District 8 and one of only 8 in the entire borough of the Bronx. In 2014, we joined the Bronx Middle School Consortium, a group of ground-breaking district public middle schools in the Chancellor's PROSE district, representing the next generation of NYC public schooling.

Soundview Academy's Mission & Vision:

Adolescence is both a gift and a challenge. The middle years are ones of extremes: the deepening of voices and lengthening of limbs, the onset of independence and resistance to adult authority, a growing capacity for complex thought and activity, and increasing hobbies and interests. Soundview Academy responds to the challenge of adolescence through the following mission:

- To provide a college-preparatory curriculum that builds personalization into the core of content-area instruction through major exhibitions and culminating tasks in each content area in alignment with Common Core Learning Standards
- To prioritize intercultural awareness & expression through the Arts and Languages (English and Spanish) within the school day and extracurricular school life to support our core cultural mission
- To provide the necessary supports and structure for our students' social & emotional growth in our Scholars Mentoring program, as well as rigorously address their physical and mental health, as a necessary component of academic success
- To infuse digital technology throughout the curriculum as a means of differentiating the learning experience for our students, including comprehensive, tech-based approaches to formative assessment that directly inform instructional implementation and development in alignment with iZone360

Our unique trajectory was a direct result of an ambitious vision of 21st century pedagogy and practice that places digital design at the service of our overarching mission: building a rigorous global curriculum (including arts and languages), emphasizing holistic education (attending to the mind, body and spirit of our scholars) and accelerating (versus remediating) in a neighborhood whose children would have typically attended large, failing middle schools.

During 2013-14, SVA experienced its greatest success in Tenet 3.2: The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. This is evident in the Proficient mark we received for Indicator 1.1 Curriculum on our 2013-14 Quality Review, representing the culmination of many years dedication to CCLS implementation in a high poverty middle school setting in the Bronx. We are very proud of this recognition.

There are a few remaining areas where we feel we are still developing, in particular Tenet 3.3, where teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials

that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. As reflected in our Section 5's SCEP annual goals, we will focus our greatest attention to this tenet through our multi-faceted dedication to greater levels of rigorous student engagement aligned to Danielson 3c, in order to move our pedagogical culture to the next level of efficacy. We hope to see the impact of this focus on our 2014-15 Quality Review (specifically, indicator 1.2), in the summative 2014-15 Advance MOTP ratings, and in our 2014-15 School Quality Report.

08X448 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	351	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	19	# SETSS	16	# Integrated Collaborative Teaching	25
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	5	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.3%	% Attendance Rate		88.9%	
% Free Lunch	80.0%	% Reduced Lunch		0.3%	
% Limited English Proficient	12.5%	% Students with Disabilities		26.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		32.1%	
% Hispanic or Latino	64.3%	% Asian or Native Hawaiian/Pacific Islander		2.6%	
% White	1.0%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		36.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		1.26	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.1%	Mathematics Performance at levels 3 & 4		11.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		32.1%	
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Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
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Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.1%	Mathematics Performance at levels 3 & 4		11.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.1%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

08X448 School Information

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	08			
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				N/A
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Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Soundview Academy was one of 8 district community middle schools in the Bronx to receive an A on the 2013-14 NYC Progress Report and received very high marks for Math, but more average marks for English Language Arts, on our 2014-15 School Quality Guide and in trends revealed by the 2014-15 Math and ELA State Exams. Itemized analysis of these exams demonstrates our scholars struggle to produce responses at a more advanced level of response to complex performance-based tasks. Therefore, 3.2 represents a high developing or low effective SOP, reflective of the increased role rigorous literacy (in reading, writing and disciplined discourse) must play within our curricular culture in order for us to move to fully effective in Element 5A. SOP 3.3. and 3.5 represent more consistently effective domains, as reflected on our most recent Quality Review. SOP 3.4 is also an area for growth, as integration of standards and curricular implementation across the Humanities Team as a whole has presented more of a challenge than in other departments, due to the significant demands of integrating ELA and Social Science via CCLS shifts, as well as moving our scholars’ literacy in a high needs Special Education and English Language Learner environment. Recent superior data trends in math and science account for the more effective implementation achieved in these disciplines, while Humanities has had much more inconsistent results across grades and cohorts. Therefore, one of our key 2014-15 Instructional Foci is to increase intellectual student engagement through reading, writing, and discourse across all disciplines.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a majority of teachers will have engaged in cycles of focused professional development in effective methods of student engagement, resulting in a significant increase in our summative mean rating on Danielson Component 3c by at least one quarter of one full performance level [0.25 of 4, or 8.3%] as measured in our end-of-year Advance MOTPs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Support from Network to train administration specifically in developing this area (increased intellectual student engagement)</p>	<p>SVA Admin</p>	<p>Sept-May (weekly)</p>	<p>Sandy Mayol, CFN107</p>
<p>SVA will continue to customize CCLS-aligned curricula in all content areas aligning performance-based tasks to our instructional focus on increased intellectual student engagement: Expeditionary Learning (Humanities), CMP3 (Math), Urban Advantage NGSS (Science), Blueprint for the Arts (Arts) and Health First (Health)</p>	<p>Content Area Teams</p>	<p>Nov-June (weekly in content team meetings)</p>	<p>Humanities: AP Nettey & Lead Cabrera Math: AP Joye & Seidenberg/Colon, Metamorphosis Consultants Science: P Frack, AP Joye & Lead Castillo Arts: P Frack, AP Nettey & Lead Curiale District Public will provide data/technical support</p>
<p>Design and conduct a series of differentiated PDs for classes serving SWDs and ELLs with a focus on: developing culturally relevant and sensitive curricula, building universal design for</p>	<p>PD Committee & Leads</p>	<p>Dec-June</p>	<p>PD Committee: AP Nettey and Model Richards</p>

learning into curriculum design, and diversifying style and choice in performance-based tasks			Leads: Cabrera, Bianco, Dones and Gribbins Metamorphosis Consultants District Public will provide data/technical support
Coordination with Parent Engagement Team (see Section 5E) to conduct series of Cyber Saturdays to train parents to access and interpret data on Skedula and JumpRope (mastery-based tracking) to increase trust and confidence with the assessment and monitoring of their children’s performance	Parents & Guardians	Jan-June (bi-weekly beginning in Jan)	Parent Coordinator Brown; PTA Pres Ramos; Tech Coordinator Sandifer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Capital: Administration, PD Committee, Leads, Model Teacher, Departmental Leads, Parent Coordinator, Tech Coordinator, Parents
- Instructional Resources: Curriculum maps including scope and sequence & units, lesson plans with a focus on performance-based tasks, novel resources including literacy-based and online, Advance informal/formal observations and summative MOTP data and trends, itemized analysis data and trends, records of intervisitations and documented best/promising practices
- Scheduling: Significant Use of Professional Development Time, Professional Work Time and Parent Engagement Time, Possible off-site per session for teachers via PROSE process to support asynchronous learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

A mid-year summative mean rating on Danielson Component 3c will be assessed in March of 2015, with the expectation to see a significant gain in comparison to the 2013-14 year end MOTP 3c mean rating.

Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our self-assessment of tenets of Successful Environment reveal that our identified area for improvement is Tenet 5.5. A review of personal and academic behavioral data uploaded into Skedula by teachers reveals inconsistent implementation of our key socio-emotional assessments including measure of Academic Behaviors and measures of Academic Mindset and growth.

In respect to the other tenets of Successful Environment, Soundview Academy has distinguished itself as one of the premier community middle schools as evident in the School Environment Survey and our rigorous Scholars Advisory Program. According to the Middle School Quality Snapshot 2013-2014, our school has scored above average and exceeded the target in the area of School Environment - School Culture. Our Scholars Advisory Program challenges students and has received positive feedback from various DOE Networks and Offices.

At our current state of implementation, Soundview Academy has developed the necessary tools to assess students’ Academic Behaviors and Academic Mindset, however consistent implementation and richer analysis is needed to fully capture and respond to the data. Once this richer analysis is achieved, studies of the patterns and trends will better inform the instruction.

Our Scholars Team, comprised of the School Counselor and a teacher on each grade level, participated in a pilot program in 2013-14 with the NYCDOE Office of Post Secondary Readiness focused on Academic Behaviors.

Through participation in the pilot and the support of an Educational Consulting firm, Eskolta, our school staff researched and developed an Academic Behaviors Rubric based on research-proven models. This tool assesses a student's Academic Preparedness, Participation, Organization, Time Management, and Goal Setting. The team also developed a survey to assess a student's Academic Mindset. This survey asks a series of questions around the following statements: a) This work has value to me. b) My ability grows with my effort. c) I belong in and Academic Community. d) I know I can succeed at this. The skills for the Academic Behaviors Rubric and tenets for Academic Mindset Survey were chosen after researching the skills and beliefs students needed to achieve post secondary success. The pilot team administered the assessments in their own Scholars classes and from their experiences the team created guide sheets for the rest of the staff to use. Thoughtful consideration went into deciding how often to administer both assessments and data collection methods.

Once the assessments were rolled out school wide, challenges arose in data collection and full implementation that continue to present themselves. All Mentors have been asked to administer the assessments and enter the scores on our online grading system, Skedula. However, consistent data entry by a majority of our teaching staff has yet to take place. Inroads in incorporating the tracking of such systems has been made in this year's Advance MOTP observations, and we continue to look for opportunities to leverage observation and professional collaboration to achieve greater levels of consistency.

Even more impactful than the data collection has been the analysis and reflection on the data. Quarterly, the Scholars team reviews the data, identifies patterns and trends and makes subsequent changes to the Scholars curricular and assessment practices. However, we would like to move toward a practice of the vast majority of mentors reviewing their scholar's data to provide more individualized support and real-time instructional adjustments as needed. This can be facilitated through one-to-one conferencing, a structure already in place, or in whole group lessons when presented with a topic that all of a mentor's scholars need to master. We would also like to develop a system of inter-visitation between Mentors to glean best and promising practices from colleagues specific to discussions on Academic Mindset and supporting our scholars' development of key Academic Behaviors.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of Soundview Academy Teacher-Mentors will administer and complete thorough data entry of the Academic Behaviors Rubric (quarterly) and Academic Mindset Survey (twice per year), resulting in our scholars' increased metacognitive understanding of the importance of socio-emotional growth as measured in improved scores on these assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Bi-weekly scholars team meetings will provide a time for members to collaborate and work towards goal.	Scholars Team	Sept 2014-June 2015	School Counselor, 3 teachers on different grade levels and in different content areas
School Counselor and a Teacher from the Scholars Team will participate in Office of Post-Secondary Program that will provide support to school based program.	Scholars Team	Oct 2014 - May 2015	School Counselor, 1 Teacher
Professional Development time to teach strategies to Mentors for analyzing and reflecting on data.	Teacher - Mentors	Aug 2014, Winter 2015,	Scholars Team
Mentors will analyze data and adjust instruction as needed.	Teacher-Mentors	Quarterly	Teacher-Mentors
A system and schedule for intervisitations will be developed and implemented.	Teacher-Mentors	Dec 2014-June 2015	Dec 2014-June 2015
Students will share out with family members their progress and goals at Student Led Conferences.	Parents	Quarterly	Teacher-Mentors, Students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Human Capital: School Counselor, Teachers on Scholars Team, Lead Teacher Support, Teacher-Mentors Instructional Resources: Curriculum Sequence, lessons, records of intervisitations and documented best/promising practices Scheduling: Professional Development Time, Professional Work Time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Flex Funding from iZone360													

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
In early February, 2015, we will evaluate school progress on this goal by reviewing second quarter data entered into Skedula. The mid-point benchmark will be met if 65% of the data has been entered.

Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 4 Statement of Practice (SOP) Addressed	HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Recent trends revealed by the 2014-15 School Quality Guide and Math and ELA State Exams demonstrate an uneven pattern where students with disabilities and English Language Learners far outperform their peers in schools with similar demographics in the area of math, while performing at a mean index or below in the area of English Language Arts. Itemized analysis of these exams demonstrate these scholars struggle to produce responses at a more advanced level of response to complex performance-based tasks in comparison to their peers - both in Math and English. Therefore, 4.2 represents a high developing or low effective SOP, reflective of the increased role rigorous literacy (in reading, writing and disciplined discourse) must play within our curricular culture in order for us to move to fully effective for these subgroups in Element 5C - Collaborative Teachers. SOP 4.3 and 4.4 represent more consistently effective domains, as reflected on our most recent Quality Review. SOP 4.5 is also an area for growth, as the increased use of formative assessment to measure student intellectual engagement at higher levels is a necessary instructional innovation this year - as reflected in our 2014-15. NYC Instructional Foci. Specifically, the need to increase intellectual student engagement via task-analysis and student-work protocols will be an essential element of team collaboration this year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated

in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By May, 2015, all teachers serving ELLs and/or students with IEPs will have engaged in formalized rounds of analyzing and evaluating task design, student work, and assessment planning through the use of our own as well as researched based protocols resulting in a significant increase in the quality of Intellectually engaging tasks and student work products by at least one quarter of one full performance level [0.25 of 4, or 8.3%] as measured by the SVA Student Work Product Rubric and Collegial Task Analysis Feedback aligned to the Danielson Framework.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Design and conduct a series of weekly Professional Development Sessions (cycles) focused on Collegial Analysis and Evaluation of tasks, Development of rigorous intellectually engaging tasks, Assessment Development, and Analysis of student work, using the SVA Student Work and Task Analysis Protocols.</p>	<p>All Teachers and Paras</p>	<p>December 2014 -June 2015</p>	<p>Teachers, Admin</p>
<p>Design and conduct a series of differentiated PDs for all classes serving SWDs and ELLs with a focus on: developing culturally relevant and sensitive curricula, building universal design for learning into curriculum design, and diversifying style and choice in performance tasks.</p>	<p>Teachers and Paras</p>	<p>December 2014 -June 2015</p>	<p>Teachers, Admin</p>
<p>Weekly review and revision of curricula units, lessons, tasks, and activities aligned to the Danielson Framework for Learning during content team meetings (Bi-weekly: 6th and 7th Grade, Weekly 8th Garde)</p>	<p>All Teachers</p>	<p>December 2014 -June 2015</p>	<p>Teachers, Admin</p>
<p>All teachers will conduct classroom inter-visitations across disciplines and grade-levels, observing best practices in Intellectually engaging students as a result of rigorous tasks. Teachers Assistant Principals will provide direct feedback through informal debriefing sessions and work in collaboration to discuss implications of effective practices for intellectually engaging students aligned to the Danielson Framework for Learning, as well as the instructional and behavioral next steps.</p>	<p>All Teachers</p>	<p>January 2015-June 2015</p>	<p>Model Teacher, Lead Teachers, Admin</p>

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Capital: Administration, PD Committee, Leads, Model Teacher, Departmental Leads, Instructional Resources: Units, lesson plans with a focus on intellectually engaging tasks, SVA Task Analysis Feedback Forms and Rubrics, Student Work Product Rubrics, Advance informal/formal observations with emphasis on Danielson’s Framework for Learning components 1e (Designing Coherent Instruction), 3c (Engaging Students in Learning), and 3d (Using Assessment in Instruction).
- Scheduling: Significant Use of Professional Development Time, and Common Planning Time

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Model Teacher grant from DOE PROSE.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By March 2015, a majority of teachers will demonstrate an increased mean score on Danielson Component 1e evident in Advance MOTP summary report as a result of greater capacity to design more intellectually rigorous and engaging tasks aligned to their curricula.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the 2013-14 School Environment Survey, a significant percentage of teachers maintained that the professional development experience were short-termed and unrelated. This point was also reflected in the Developing mark and recommendations we received for Indicator 4.1 on our 2013-14 NYC Quality Review. Lastly, our self-evaluation of Tenet 2.5 further identifies an area of targeted growth in the area of effective school leadership. While the school administration has a fully functional system in place to conduct targeted and frequent observations as well as track the progress of teacher practices based on student data, we clearly need to increase the quantity and quality of professional feedback, differentiated professional development opportunities, and accountability for continuous improvement. Therefore, in alignment with the Chancellor’s Citywide Expectations, school administrators in collaboration with the UFT chapter will form a professional learning staff development committee in the fall of 2014 to assist in this endeavor. The committee will center its work around a series of Monday Professional Learning workshops beginning with a focus on data inquiry related to our instructional foci (Increase intellectual student engagement¹ through reading, writing, and discourse across all disciplines and Increase the use of formative assessment² in planning and instruction across all disciplines). Drawing from the Danielson Framework, the NYCDOE Handbook for Professional Learning, the Chancellor’s 2014-15 Citywide Instructional Expectations, our SVA Instructional Focus, our Inquiry Team’s analysis of 2013-14 School-Wide Data, last Year’s SCEP, and last year’s QR results - as well as authentic staff interests expressed via a coordinated survey, the PD Committee will draft and implement a thorough scope-and-sequence of SVA professional learning for school year

2014-2015.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of our weekly Professional Learning PD sessions under the guidance of SVA’s PD Committee, no less than 10% of our teachers will report that their professional development experiences are sustained and coherently focused, include opportunities to work productively with colleagues, and provide them with content support in their subject area as evidenced in teacher results on our 2014-15 School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Support from Network to train administration specifically in working with teachers to form the PD Committee and developing the SVA PD plan template	SVA Administration	September-May	CFN 107 Sandy Mayol
School’s administration and the UFT chapter leader will consult and develop a consistent, relevant, supportive, and reasonable professional development plan which will be differentiated to address the needs of students and staff when appropriate	PD Committee administration and teachers	November 2014 - January, 2015	PD Committee
Develop a Professional Development Scope and Sequence of the school instructional goals, based on school wide data that considers all relevant needs of the school staff development (Quality Review and Instructional Focus)	PD Committee, administration and teachers	March-June, 2015	PD Committee
As a result of Professional Learning Monday’s workshops, teachers will form collaborative teams around task and assessment. Teams will continue to revise, tasks and assessments to ensure that daily lesson activities are rigorous and provide consistent opportunities for all students, including subgroups, to be cognitively challenged.	SVA teachers, Paras and administration	May-June, 2015	PD Committee, paras and teachers

SLT, in consultation with Media Spot, will carry out innovative parent engagement pilots that increase the variety and frequency of connections between school and home, including the use of social networking and media to promote engagement.	SLT, Parents, Teachers	Jan-June, 2015	SLT and Parent Executive Board, Eskolta will provide technical support
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Capital: Administration, PD Committee, Leads, Model Teacher, Departmental Leads, Parent Coordinator, Tech Coordinator, Parents
- Instructional Resources: Performance-based tasks, Formative and Summative assessments, SVA rubrics and protocols, Danielson’s Framework
- Scheduling: Significant Use of Professional Development Time, Professional Work Time and Parent Engagement Time, Possible off-site per session for teachers via PROSE process to support asynchronous learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Verizon Wireless Grant, Apple ConnectEd Grant, iZone360 Flex Funds

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

In March of 2015, we will administer a benchmark survey utilizing the same three questions administered in the 2013-14 School Environment Survey specific to our teachers’ opinions on the quality of their professional development, and expect to see no less than a 10% increase in the mean average of all three responses.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Soundview Academy is zoned to the poorest neighborhoods of District 8, and as such struggles to obtain the sort of parental engagement that would describe a school with high levels of involvement. Two successive Parent Coordinators have been faced with the immense challenge of organizing families in an area where many live in shelters, struggle economically and socially, and contain a disproportionate percentage of single-parent households. Traditional means of garnering parent engagement via open houses and academic progress evenings, PTA meetings and community cultural events have not yielded the results we would like. Nonetheless, parents are very satisfied by our school and have historically rated us among the highest of all schools in the Bronx as evidenced in the School Environment Survey two years running. In fact, we receive 5 applicant families for every open 6th grade seat, a statistic unrivaled by other zoned middle schools in the South Bronx.

This year we have decided to try a slightly different approach to Tenet 6. In accordance with our HEDI ratings on Tenets 6.3 and 6.5, we intend to engage in more reciprocal communication and share more robust data with our families via the tools of the digital age. Recognizing that our families are now in possession of smart phones and home computers at ever-increasing levels, we plan to take full advantage of our Google Apps architecture and use of Skedula, JumpRope and Phone Messenger to foster this communication via multimedia technology. In addition, as recipients of the Apple ConnectEd grant, we will soon have an unparalleled level of technology (a 2 device per scholar ratio) in our school – creating the possibility for a whole new matrix for fostering family and community ties.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increased reciprocal communication with families and scholars via electronic communication and digital media including the use of strategic emails, phone messaging, use of online assessment systems (including JumpRope and Skedula) and social media to promote our students' strength and needs as measured by no less than a 5% increased mean response rate on relevant questions on our 2014-15 School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Full implementation of Skedula (traditional online grading) as well as implementation of JumpRope (mastery-based assessment) in the 6th grade.	All teachers	Sept-Nov	Counselor Bailey, AP Joye, Teacher Garcia
Conduct a series of differentiated Saturday workshops (“Cyber Saturdays”) for parents, especially those serving SWDs and ELLs, with a focus on strengthening parents’ command of these online tools and therefore tightening the academic bond between the school and the home. Garnering support and feedback from parents to improve and strengthen school-based practices in this domain.	Parents, PTA, Parent Coordinator, Tech Coordinator	Jan-June (monthly)	Humanities: AP Nettey & Lead Cabrera Math: AP Joye & Seidenberg/Colon Science: P Frack, AP Joye & Lead Castillo Arts: P Frack, AP Nettey & Lead Curiale
Foster increased use by teachers of googleapps for the purpose of strategic group emailing of students and their parents for the purposes of building trust, confidence and reciprocity between the school and home; encourage similar growth in the use of our phone messenger blasts.	Teachers, Admin, Parent Coordinator, Tech Coordinator, Students, Parents	Dec-June	PD Committee: AP Nettey and Model Richards Leads: Cabrera, Bianco, Dones and Gribbins

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Human Capital: Students, Parents, Parent Coordinator, Tech Coordinator, Teacher-Mentors, Administration
- Instructional Capital: Skedula, JumpRope, GoogleApps
- Schedule Adjustment: Possible off-site per session for teachers via PROSE process to support asynchronous learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Project Boost

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Soundview Academy will develop a benchmark survey to be administered in February 2015 a random sampling of students, teachers and parents to measure the frequency and quality of electronic/digital engagement.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: 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)	Performance levels on ELA state exams combined with scholarship reports for class pass rates	NYReady, Wilson, SONYC, Saturday Academy and Club Reset	Tiered classes, small-classroom environment, Saturday classes	During school day, after school M-F, Saturdays
Mathematics	Performance levels on ELA state exams combined with scholarship reports for class pass rates	NYReady, SONYC, Saturday Academy and Club Reset	Tiered classes, small-classroom environment, Saturday classes	During school day, after school M-F, Saturdays
Science	MOSLs and class performance rates	Urban Advantage	Small group instruction	During school day and in after school program
Social Studies	MOSLs and class performance rates	Humanities	One-to-one tutoring	During school day and in after school program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Response to Intervention and PBIS Systems	Scholars Mentoring Program, PBIS, Weekly Individual & Group Counseling	Small group and one-to-one	During school day (Scholars Mentoring Program)

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	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.

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

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).

For several years, Soundview Academy has put in place as one of its major school-wide initiatives a dynamic and individualized SBO-based middle school program with major blocks of common prep time for content-area teams and weekly Monday whole-staff professional development sessions for its young and diverse staff. For teachers, this includes extensive mentoring for new teachers by our Lead teachers, network instructional liaisons and external professional developers. This involves weekly meetings with individual teachers within content and cohort teams, as well as outside professional development workshops differentiated for individual teachers and their teams. Given our

school was developed during the roll-out of CCLS, our teachers are highly adept at implementing the new curricula at high levels of delivery – resulting in our grade of “A” in the NYCDOE 2012-13 Progress Report.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.

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

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	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	\$262,926	X	9,12,13,20
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	\$63,006	X	9,12,13,20
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	\$11,200	X	9,12,13,20
Title III, Immigrant	Federal	TBD		
Tax Levy (FSF)	Local	\$2,398,817	X	9,12,13,20

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:

- 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.
- 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:

- **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).
- **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.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 9: 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. **Soundview Academy** 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. **Soundview Academy** 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st 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;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	311	Total number of ELLs	38	ELLs as share of total student population (%)	12.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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	25	4	3	9	0	2	4	0	3	38
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP												
SELECT ONE Spanish													9	13	5	10			14	23
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	9	13	5	10	0	0	14	23											

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>37</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>37</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u> </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	0	0	0	0	0	11	10	10	0	0	0	0	31
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	3	1	0	0	0	0	5
TOTAL	0	0	0	0	0	0	13	13	12	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	6	3	5	0	0	0	0	14
Intermediate(I)	0	0	0	0	0	0	7	3	1	0	0	0	0	11
Advanced (A)	0	0	0	0	0	0	4	5	4	0	0	0	0	13
Total	0	0	0	0	0	0	17	11	10	0	0	0	0	38

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	1			10
7	6	2			8
8	6				6
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9		1						10
7	1		1						2
8	8								0
NYSAA Bilingual (SWD)									0

NYS Science

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

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 - Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' math levels are assessed using DYO interim assessments and teacher made unit diagnostic, formative, and summative assessments. Additionally, ELLs are assessed using

Milestones and RIGOR. These assessments are used to drive future instruction.

Some insights that have been gathered by the data provided is that ELLs struggle most in reading and writing. This has supported the school's instructional plan to provide students with additional support on ELA during after-school and Saturday Academy. The data that is provided from assessments is gathered and put into the school data tracker. The data inquiry team meets weekly to discuss patterns and trends and develop next steps. The ESL teacher is part of the data inquiry to support language acquisition concerns that may arise during analysis of data.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. The NYSESLAT provided insights that ELLs display lower proficiency levels in Reading and Writing. Due to the high demand of reading and writing an ESL curriculum will be developed focusing on writing with support from non-fiction text. There were also some students who had low proficiency levels in Listening and Speaking. Instruction for these students will have time focused on building vocabulary and listening skills.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

At this time the AMAO is not available for the 2013-2014 school year until the AMAO tool is updated and available. Soundview Academy is utilizing the raw scores on the NYSESLAT provided by the students' reports of the NYSESLAT. As well, Soundview Academy has a language data tracker that is utilized for tracking multiple assessments throughout the school year.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - 4a. Beginner ELLs in all grades are scoring approximately at a level 1 on state exams given in English. Advanced ELLs in all grades rarely score a level 2 on state exams given in English. Former ELLs perform are performing higher with scores of 2 and 3 being reported on both Math and ELA state exams given in English. Students are provided the state exams in their native language for Math and Science state exams, however this does not significantly change the performance on exams.
 - 4b. Each year Soundview Academy students complete the periodic assessment. The ESL coordinator utilizes both the periodic assessment and the 2012 NYSESLAT scores to understand where each student needs to make progress.
 - 4c. The NYSESLAT has shown that most students struggle with reading and writing proficiency, this has guided the curriculum of the ESL program to focus on writing with research based information. Additionally, the data has influenced the enrollment of programs such as Saturday Academy and Intervention class. Students that need increased practice with spoken and listening will receive this through additional differentiation.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Not available due to being a 6-8 middle school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions during content and grade level planning periods amongst teachers who provide instruction and support to English Language Learners. Additionally the ESL coordinator, testing coordinator and administration frequently discuss and plan during summer to create necessary programs to address the second language development of students.
7. For dual language programs, answer the following:
 - 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?
 - 5a. Soundview Academy uses a placement exam in Spanish to determine if a student is eligible for the Dual Language Class. This is

used because there is no feeder school at this time. All students including ELLs are periodically assessed in their native language using the WRAP series. Additional assessments are used for students throughout the year on testing their English Proficiency, including Just Words, DRA, running records, pre/post unit exams, etc.

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

5c. EPs are performing at, or above their peers on State Exams. There are some students in the Dual Language class that are performing below their peers, and have not made appropriate gains on the State Exam.

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

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

Part IV: ELL Identification Process

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

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](#).)
 1. When a parent first enrolls a student, the parent fills out the Home Language Identification Survey. If the parent speaks another language, then the HLIS is provided in the native language/the language of choice. A trained pedagogue then administers an informal oral interview to the student/parent at the time of enrollment. Trained pedagogues that assist with the informal interview are Meaghan Gribbins (ESL Certified/ESL Coordinator). ** Once the HLIS and informal interview is conducted, the eligible students will take the LAB-R, administered by Meaghan Gribbins. The LAB-Spanish will also be provided when the native language is Spanish. This will be administered by Dania Diaz (Foreign Language Spanish Teacher). Students who are identified as ELLs will take the Spring NYSESLAT annually, until testing Proficient. Their annual scores will be kept on the AMAO spreadsheet and kept in the ESL binder. These scores will assist with identification for future ESL placement, as well as target instruction.
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.
 2. Once students are identified as English language learners, parents will be provided an informational orientation. Parents are invited to this orientation by letters sent home, as well as a phone call inviting them to Soundview at a time that may work for them. Phone calls and letters are provided in the parent's native language, according to the HLIS. At this time Meaghan Gribbins, and translator (if necessary), will have parents watch the NYC DOE video on the three different program choices; Dual Language, Bilingual, and Freestanding ESL. The video will be provided in the parents' language of choice. Parents will also be provided the informational print out on the three program choices, provided by the NYC DOE, in their language of choice. After this, parents will be able to ask any questions, in their native language, to clarify the different programs discussed. Parents will fill out a Program Selection, in their native language, at the completion of the parent orientation. After parents choose the program of choice for their child, the pedagogue will inform the parent of what program Soundview Academy offers.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. Once the student is identified as an ELL, the ESL coordinator, Meaghan Gribbins, will send out entitlement letters to the parents, as well as placement letters, depending upon parent choice. Continued Entitlement Letters and Proficient Letters will also be sent out

to appropriate parents. ALL letters will be provided in the parent's native language. The letters will be mailed home by the Soundview Secretarial Staff, as well, students will be sent home with a letter that provides instructions to have the parent sign the letter, and return it the next day. Entitlement letters will be stored in the ESL binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 4. Students that have been placed in ESL and continue at Soundview Academy will be placed in the freestanding ESL program. They will be placed in the corresponding grade level class for ESL and receive push-in instruction from the ESL coordinator to ensure all mandated minutes, as per Part 145, are being met. Any parent who chooses dual language in the sixth or seventh grade will be placed into the corresponding cohort, and still receive grade level ESL classes, as well as push-in instruction. Continued Entitlement letters, Placement letters, and Dual Language Choice Letters will be provided in the language of choice, as per the HLIS on file.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. The ESL coordinator will order the appropriate amount of NYSESLAT exams, and through meaningful rigorous instruction aligned to the Common Core Learning Standards, students will prepare for the Spring's NYSESLAT. ALL students who are considered ELL will take the NYSESLAT in May. Parents will be provided with letters in language of choice informing them of the NYSESLAT and the dates of administration. The testing team and inquiry team will also be aware of the dates of administration for the NYSESLAT and assist with any necessary support needed, including any grading, ordering and packaging. Soundview will also offer make-up dates for students who are absent on the day of scheduled testing.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
 6. If the parent's first choice is not offered at Soundview Academy, the pedagogue will inform the parent that they have the option to transfer the student to a school that offers the program. Parents that request to transfer their students to a bilingual program they will be sent to the website ELLProgramTransfers@schools.nyc.gov. The pedagogue will assist with locating a school for the parent that offers the program of choice. If the parent decides not to transfer the student, the pedagogue will inform the parent that the school is keeping track of parent choices, and when there are fifteen parents choosing a bilingual program on two consecutive grade levels, then the school will reach out to these parents to discuss the next steps Soundview will take to create a bilingual program. The pedagogue will keep the HLIS, parent program choice, and continually track on a spread sheet parent choices, in the Soundview ESL binder. At this time we have over 15 parents choosing Dual Language Program and Soundview Academy in the 6th and 7th grade and have created the necessary program that will reach the 8th grade by the 2014-2015 school year.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Soundview Academy offers a Push-in/Pull-out ESL program. The pull out ESL classes are mixed grade levels and based upon ELL proficiency levels. Beginner and Intermediate ELLs receive eight 45 minute periods of ESL. Advanced ELLs have four 45-minute periods of ESL a week. The pull out periods are combined with sixth, seventh, and eighth grade students. The pull out ESL class is taught by Meaghan Gribbins (ESL certified/ESL coordinator) and follows an ESL, specific to civics, writing curriculum. Three 45 minute periods a week are devoted to high needs areas and follows an intervention curriculum focusing on reading; SIFE and newcomers are typically addressed during this one 45 minutes period a week. There is two cohorts of 6th graders and 7th graders in Dual Language. ELLs who are sitting in a Dual Language class are still provided ESL pull out periods by the ESL certified teacher. An ESL teacher also pushes into math and science classes as necessary. Teachers that are teaching ELLs content area have shared planning time to discuss best teaching strategies.
 - 1b. Majority of ELL students are placed in a grade level cohort and travel together for the rest of their classes. For example, all seventh grade ELLs are placed in the 705 cohort. This provides access for one ESL teacher to push-in to appropriate content areas, as well as students to achieve the appropriate amount of ESL minutes. ELLs with IEPs remain in their appropriate classroom setting, such as ICT or 12-1-1 and receive mandated ESL minutes as per a separate schedule. Sixth graders that are ELLs, former ELLs or whose parents' have chosen the Dual Language Program are placed in the 605 or 705 cohort. Students that have ICT or 12-1-1 setting in the sixth grade follow the appropriate class and have a separate schedule that addresses their ESL minutes. Since the Dual Language program is English and Spanish, students whose first language is other than Spanish, sit in another cohort and are provided an ESL schedule that meets the mandated minutes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - 2a. The program at Soundview assures that ELLs receive the appropriate amount of ESL and ELA minutes. Beginners and Intermediate students attend ESL, when their cohort is in ELA. This allows for them to meet the mandate of 360 minutes a week of ESL. Advanced ELL students attend ESL when their cohort is in ELA. They receive 180 minutes of ESL during the pull out ESL class. Additionally, newcomers and SIFE are pulled for an intervention ESL class three times a week. Push in services are provided twice a week by an ESL teacher.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. On each grade level ELLs travel in the same cohort, and have the same grade level content area teachers. Bilingual teachers are strategically placed to service the ELLs. For example, in the sixth grade side there is a bilingual math/science teacher and a bilingual humanities teacher servicing the Dual Language class, as well as the students who are not placed in Dual Language but are ELLs; they sit in a different cohort that is still instructed by the same teachers. In the seventh grade the humanities teacher is bilingual. In the eighth grade the science teacher, ELA, and math teacher are bilingual. Soundview Academy promotes the use of translanguaging, through using translated worksheets and allowing students to express themselves in their native language. In Math/Science, text books and workbooks are provided in the student's native language. Students are given exams in both English and their native language. Having the languages side by side allows practice for the state exams, which are provided in both languages. Teachers access the native language when assigning homework and speaking to parents, as to offer appropriate amount of support to the families of native languages other than spanish. The ESL coordinator and testing coordinator work closely together to assist the students where there is not a bilingual teacher who speaks the native language of that student. This may include accessing a translator. For example accessing a Bengali Translator for testing accomodations.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

6c. ELLs receiving service for 4-6 years will typically follow an Advanced ESL program (dependent upon NYSESLAT scores). These students will have 4 periods of pull-out ESL. The advanced curriculum will be ESL through writing, focusing on writing with the use of non-fiction text, preparing students for the NYSESLAT and the ELA. The curriculum will be differentiated and will have independent studies where students will be expected to practice the skills taught during instruction. The skills will be taught with multiple access points, scaffolding, and at a pace appropriate to the needs of the class. Students that are at risk of becoming Long Term ELLs will attend Saturday Academy where they will focus on the skills needed to take the NYSESLAT.

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

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

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

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

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

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

instruction, with pull-out services of ESL will provide students with the least restrictive environment.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

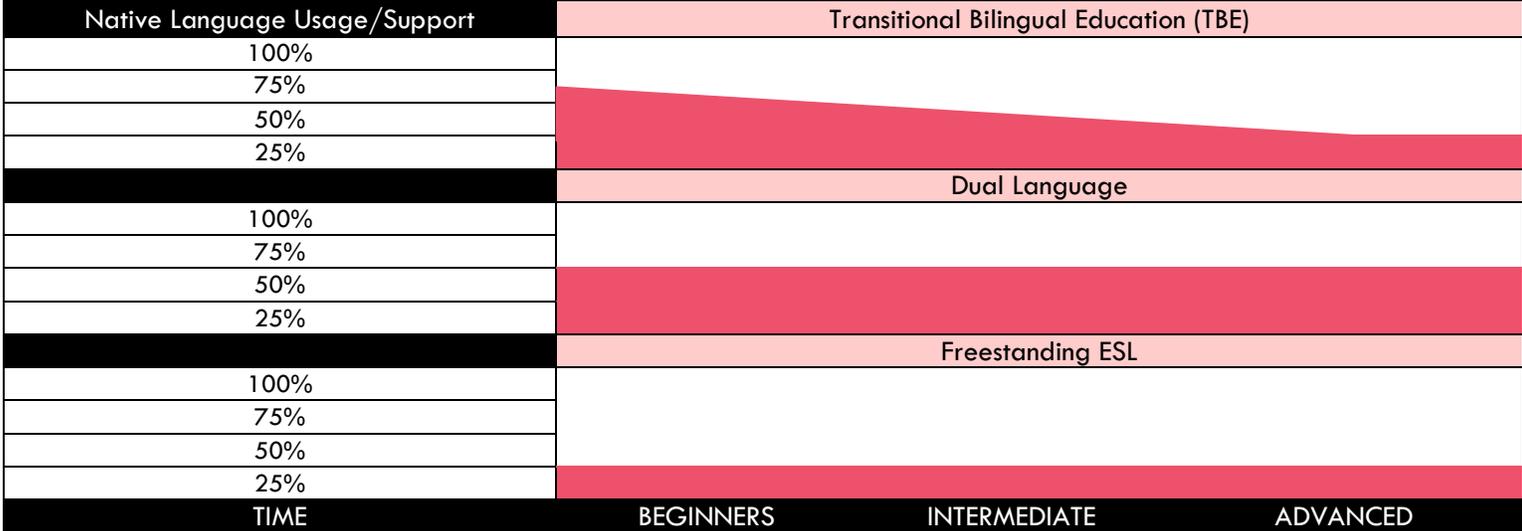
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

when necessary.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

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

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

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

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Our AMAO reports have more information on data.

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

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

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

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

Part VI: LAP Assurances

School Name: <u>Soundview Academy</u>		School DBN: <u>08x448</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Frackelton	Principal		9/9/13
Tara Joye	Assistant Principal		9/9/13
Felicia Barnes	Parent Coordinator		9/9/13
Meaghan Gribbins	ESL Teacher		9/9/13
	Parent		9/9/13
Zuleyka Guevara	Teacher/Subject Area		9/9/13
Domingo Garcia	Teacher/Subject Area		9/9/13
	Coach		9/9/13
	Coach		9/9/13

Marissa Bailey	Guidance Counselor		9/9/13
Nancy Scala	Network Leader		9/9/13
Marcos Martinez	Other <u>Operations</u> <u>Manager</u>		9/9/13
Diana Rameriz	Other _____		9/9/13
	Other _____		9/9/13
	Other _____		9/9/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 448 School Name: Soundview Academy

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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 New York, New York 10007
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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Soundview Academy</u>	DBN: <u>08x448</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>45</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

As the city's AMAO expectations increase, simulatenously as the number of ELLs at Soundview Academy increases, it is imperative to create comprehenisve supplemental programs that will increase the English proficiency levels of students. Based on ELLs performance on the 2013-2014 NYSESLAT, Soundview Academy, in District 8, needs to focus on meeting AMAO 1, growth on the NYSESLAT. To achieve success on AMAO 1 it would be beneficial for Soundview to target beginners and new arrivals. Particularly new arrivals, as the only way for these students to achieve AMAO 1 would be to gain Intermediate Proficiency the first time they take the NYSESLAT. By providing supplemental direct instruction it will allow for this to be a possibility for these students. Due to the fact that newcomers and beginners exist throughout each grade level it would be appropriate for students from sixth, seventh and eithgth to participate in the supplemental Title III programs. Participation would be based on their 2014 NYSESLAT scores. Furthermore, it is important to analyze any intermediate or advanced students that are not making AMAO 1 targets to receive supplemental support through the Title III program.

The ESL certified teacher, Ms. Gribbins, will provide the direct instruction for newcomers and beginner ELLs. This will be done on Wednesdays and Saturdays. On Wednesdays students will receive Direct Instruction from 2:30-4:30 from the end of October until May. Saturday classes will take place for fifteen Saturdays from 9am until 1pm. There will be three programs during this time. Ms. Gribbins will be teaching ESL for beginners, Ms. Vazquez will be teaching a writing workshop for Intermediate & Advanced ELLs, and Ms. Ventura will be teaching two Math classes, one class for beginners and one class for intermediate & advanced.

During the ESL program with Ms. Gribbins three resources will be strategically used. To begin, the program Milestones Beginner Level will be used to allow for mastery of Basic Interpersonal Communication Skills leading to development of Cognitive Academic Language Proficiency Skills. In March students will use "Getting Ready for the NYSESLAT" to prepare for the state exam, NYSESLAT. Throughout the program students will have access to Rosetta Stone as a supplemental resource to work on independently and allow for individual conferencing to occur between the teacher and student. This program will be taught in English. There will be 15 classes of ESL beginner group from 9-11 am. The Adult program (described in part D) will be taught from 11-1pm by Ms. Gribbins for ten Saturdays.

The second program, Writing Workshop for ELLs, available for students not making AMAO 1 progress in the Intermediate and Advanced Proficiency levels will be provided by Ms. Vazquez, a bilingual certified

Part B: Direct Instruction Supplemental Program Information

teacher that teaches Humanities and NLA to the Dual Language students. Ms. Vazquez has daily access to majority of the ELLs via her teaching schedule and has built a significant relationship with the ELL students, to recognize their needs, particularly their need with writing. For fifteen Saturdays, from 11am-1pm, Ms. Vazquez will teach a writing workshop for ELLs, targeting students that are not making AMAO 1 in the intermediate and advanced levels. Materials for this program will be Intermediate & Advanced levels of Milestones, extension of Expeditionary Learning (Common Core Program used during mandated minutes), and "Getting Ready for the NYSESLAT". This program will be taught in English.

The third program will be taught by Ms. Ventura from 9am-1pm. Ms. Ventura will be teaching Math to the intermediate & advanced students from 9-11 and the beginner group from 11-1pm. She will be utilizing the Math material that will be provided by the Saturday General Program. Ms. Ventura is a certified bilingual teacher and will use native language supports during her direct instruction. This program will be heavily differentiated based on grade levels and individual needs of students.

All 45 ELLs at Soundview Academy will be invited to the Saturday Academy Program. The leveled groups for direct instruction groups will be determined by levels of the NYSESLAT. There will be 15 students invited from the beginner group. There will be 30 students invited to the intermediate & advanced group.

Part C: Professional Development

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

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

Begin description here:

Rationale:

All teachers at Soundview Academy engage and are responsible for the education of English Language Learners at some point, because of this it is important that teachers (as a whole) receive on going Professional Development to understand the needs of the students they teach or encounter. Additionally, there are some teachers that have more daily interactions/instruction with ELLs, specifically newcomers, SIFEs, and beginners. These teachers would also benefit from specific targeted Professional Development that addresses the daily concerns of teaching ELLs.

Teachers that have daily interactions and majority of their class make up are ELLs will meet bi-weekly for 45 minutes (Thursdays & Fridays) with the ESL coordinator, Ms. Gribbins, during a common planning prep. These teachers include Ms. Guevara (6th grade Humanities), Mr. Garcia (6th grade Math), Ms. Altamarino (6/7th Science), Ms. Ventura (7th grade Math), Ms. Vazquez (7/8th Humanities), and Ms. Castillo (8th grade Science). The ESL coordinator will be responsible for turn-keying ELL related PDs that have been attended. The ESL coordinator will attend PDs offered by the DELLSS that are specifically related to Soundview's need. This may include aligning ESL instruction to CCLS, differentiating instruction for newcomers and long term ELLs, utilizing appropriate assessment tools to build curriculum, using SIOP when lesson planning. After attending these meetings, Ms. Gribbins will turnkey

Part C: Professional Development

to small groups during weekly meetings. Ms. Gribbins will tentatively attend quarterly PDs in September/October, December/January, April/March and May that will be offered by the DELLSS.

In addition to Ms. Gribbins attending PDs, she will organize for other teachers to attend PDs and turn key material upon return. Outline of this is as follows;
Humanities teachers and Math/Science teachers servicing ELLS will attend two Professional Development series annually offered by the DELLSS. One will be in the fall and the other in the spring.

For whole staff training, Ms. Gribbins will conduct a Professional Development at the beginning of the year, mid year, and end of year. This will address the basics of ELLs, including expectations of ELLs, promotion policy of ELLs, language acquisition of ELLs, social and emotional concerns of ELLs, as well as school wide goals and action plans for ELLs.

Ms. Gribbins will include text below to support these Professional Developments:

“Not In My Classroom”: Teacher Attitudes Towards English Language Learners in the Mainstream Classroom

Anne Walker, Ph. D., Jill Shafer, Ph.D., & Michelle Iiams, Ph.D. University of North Dakota Classroom Instruction that works with English Language Learners.

By Jane D. Hill & Kathleen M. Flynn.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

Soundview Academy has developed throughout the last six years to encompass a strong ESL and Dual Language Program. Each year parents have requested to have ESL courses for adults, in order to have more English skills when communicating with staff, teachers, and school personnel. The request and need has continued from parents of ELLs after two years of a successful Adult ESL program. These classes have and will continue to service our community as a whole and close the gap between school and home. Soundview strives to keep the commitment to parents.

Soundview will offer a ten-week ESL Adult class that will give parents the opportunity to learn the English language allowing them to develop as a bilingual individual and be able to support their students with the development of the English language. The TESOL teacher will provide instructions on Saturdays for two hours in English. The program will start in November and run until April.

The TESOL teacher will provide additional support to the Guidance Department and Parent Association

Part D: Parental Engagement Activities

to provide ELL specific topic workshops. These will include topics "The ELL and high school", "Testing taking for ELLs" and "ESL 101".

Parents will be notified with bilingual letters and invitations sent to the home. Additionally, parents will have the opportunity to hear about the program at Open House night in the fall and sign up if interested. Parents will be invited to all events with bilingual letters. Additionally, bilingual translations will be provided at all events as scheduled and coordinated through the Language Access Coordinator.

Part E: Budget

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

Allocation Amount: \$ _____

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

