

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	19K661
School Name:	VISTA ACADEMY
Principal:	DIA BRYANT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Vista Academy School Number (DBN): 19K661
Grades Served: 6,7,8
School Address: 350 Linwood Street
Phone Number: 718-647-0918 Fax: 718-647-0919
School Contact Person: Dia N. Bryant Email Address: Dbryant5@schools.nyc.gov
Principal: Dia N. Bryant
UFT Chapter Leader: Maguy Belizaire
Parents' Association President: Alexandra Rivera
SLT Chairperson: Kimberly Smith
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ivonne Valle
Student Representative(s): n/a

District Information

District: 19 Superintendent: Joyce Stallings-Harte
557 Pennsylvania Avenue Room 203
Superintendent's Office Address: Brooklyn, NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2741 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
131 Livingston Street
Director's Office Address: Brooklyn, NY 11201
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: _____ Fax: _____

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dia N. Bryant	*Principal or Designee	
Maguy Belizaire	*UFT Chapter Leader or Designee	
Alexandra Rivera	*PA/PTA President or Designated Co-President	
Levonne Church	DC 37 Representative (staff), if applicable	
Ivonne Valle	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kimberly Smith	Member/UFT	
Monica Kelly	Member/UFT	
	Member/ UFT	
	Member/ Parent	
	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Vista Academy is middle school whose mission is to provide its scholars with high quality academics and social emotional supports with a specific focus on intentional instruction (DDI), integrity, respect and responsibility. Our school community is grounded in its five core values: Safety, Persistence, Attitude, Respect and Community (SPARC). Our course work is that of a typical middle school with one exception – The Decision Making Period (DMP). DMP is similar to an ethics course for children. Our scholars are exposed to many topics in this course including, but not limited to mindfulness, brainology, choices, improvisation, pop culture issues, social responsibility and college and career readiness. We have several unique partnerships that provide opportunities to our entire school community. Specifically, our relationships with The Achievement Network and St. John's University support grounding a significant portion of our academic, artistic and social emotional work.

Located in the center of East New York/Cypress Hills Brooklyn, we service a variety of scholars and subgroups alike. Our school community is comprised of scholars who represent Students With Disabilities (20%), English Language Learners (25%), Free and Reduced Lunch (99%), Housing Recovery Act Eligible (98%) and a variety of temporary housing circumstances. To many said circumstances present major challenges; however, we at Vista Academy take all of our scholars as they come and support them and their families in becoming their best selves.

Vista Academy takes great pride in maintaining a reflective culture that is centered on consistent feedback, continual improvement, community service and actively supporting all scholars and families. Throughout the school year we focus on maintaining a culture of urgency, diligence and an overall readiness in order to ensure that our community has access to quality resources. Vista Academy's foundation is centered on many of the elements of the Framework for Great Schools. Parent University is one of our large and major parent initiatives that supports our parents in parenting skills, understanding the Common Core Learning Standards and personal behaviors. We excel in a supportive environment for scholars and educators and have daily opportunities to emphasize this in our Morning Meetings, Educator Workspace, Common Planning Meetings and other communication systems. The educators and parents are very collaborative and supportive of one another using Pupil Path as a primary path of reciprocal communication. Our community is very feedback driven and focuses on providing actionable professional feedback to one another regularly. Much of this feedback has provided our team with a clear focus as we enter the 2015-2016 school year – Instruction.

While Vista has made marked gains in both NYS Math and ELA exams scores, we intend to focus our pedagogy to increase and maintain the results that we have seen. There are several very specific pedagogical foci for the upcoming school year: scholar-to-scholar discussion, explicit checks for understanding and differentiation. These three areas are supported by the Danielson Framework elements 3b and 3d.

19K661 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	226	SIG Recipient	YES
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	10	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		173.7%	% Attendance Rate		91.5%
% Free Lunch		95.6%	% Reduced Lunch		1.8%
% Limited English Proficient		17.5%	% Students with Disabilities		26.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		37.7%
% Hispanic or Latino		60.5%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White		0.9%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		11.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		6.49
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		10.4%	Mathematics Performance at levels 3 & 4		23.2%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
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		
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		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 Science (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			
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 – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

All school curricula are aligned to the CCLS, contain standard aligned performance tasks and have provided scholars with opportunities to meet the standards. Currently we are reviewing, refining and revising the units that were created this year. We are explicitly looking at standard alignment, clarity of objectives and outcomes, coherence of content, infusion and addition of writing/reading opportunities and infusion of additional informational texts. Our goal is to enter the 2015-2016 school year with coherent unit plans (at least a third iteration) so that educators can use their preparation and meeting time to focus on refinement and further development of academic tasks and experiences. There are very specific items that we want to include in this phase: increased comparative literature, greater focus on the use and application of academic vocabulary and the infusion of more historical texts. In addition we are seeking to provide all scholars with a pathway to achieve or exceed the standards by providing specific scaffolds as well as extensions.

Our focus on higher order thinking skills this school year brought us to pay very specific attention to content standards and skills that are high leverage while presenting transferable skills for our scholars. These primarily include, but are not limited to the following:

- Planning to provide scholars with specific questions that promote higher order thinking skills and leverage into additional content areas.
- Creating viable arguments and supporting claims with text based evidence.
- Writing tasks that are very high interest, but also high rigor.
- Accessing small building blocks of knowledge and using said information to create strong generalizations about more complicated content and ideas.
- Challenge, confirm or extend the ideas and statements of educators and peers in order to deepen understanding, application or knowledge base as it relates to specific ideas.
- Analyze, review, revise and provide feedback to colleagues using a very specific protocol in order to improve the rigor, relevance, standard alignment, clarity and meaningfulness of work products when looking at student work and tasks. Educators have used our LASW protocols to deepen their work and provide scholars with clear expectations, insuring that tasks are standard-based, grade appropriate, rigorous, differentiated and provide specific opportunity for scholars to exceed the standard as it is expressed in the CCLS.

As we enter the 2015-2016 school year, there are particular areas that we would like to build upon to increase instructional rigor school-wide:

- Even implementation of the school’s belief that our student learn best through interaction. There are classrooms where scholars are consistently interacting with texts, technology and one another; however, there remain classes that are teacher-centered with very little activity or scholar-to-scholar interaction.
- Increase the level of questioning in all classroom to DOK levels 3 and 4.
- Consistently provide scholars with multiple entry points and differentiation in all lessons.
- Consistently check for understanding and adjust instruction throughout a lesson’s progression.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

All educators at Vista Academy will provide scholars with engaging lessons with a specific focus on scholar-to-scholar discussion, explicit checks for understanding, and complex questioning resulting in increased volume of writing, richness of discussion and accurate use of academic vocabulary.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Elimination of the Social Studies Course and infusion of more informational text in the Humanities classroom with a thematic approach to the content. Curriculum map contain specific texts that provide scholars in specific subgroups access to the content.</p>	<p>All scholars</p>	<p>May 2015-June 2016</p>	<p>All instructional staff and administration</p>
<p>Systemic approach to writing, self-evaluation and differentiation. Educators will create and present scholars with task-specific rubrics that are aligned to the CCLS and guide the scholars’ work products. We will also implement scholar facilitated conferences and deepen our work with Skedula/Pupil Path.</p>	<p>All scholars</p>	<p>August 2015-June 2016</p>	<p>All instructional staff and administration</p>
<p>Continued use of a blended learning approach to instruction with explicit provision of multiple entry points through the availability of varied modality. Explicit instructional Strategies:</p> <ul style="list-style-type: none"> • <i>Clear, structured discussion protocols</i> • <i>Use of consultants to review and refine curriculum documents and performance tasks.</i> • <i>Clear writing protocols</i> • <i>Increased instructional time of Literacy with all scholars having Strategic Reading for five periods per week.</i> <p>- <i>Clear Data Cycle calendar</i></p>	<p>All educators</p>	<p>September 2015-June 2016</p>	<p>All instructional staff and administration</p>

<ul style="list-style-type: none"> • Increased periods of literacy and mathematics • Introduction of student goal-setting as it relates to performance on interim assessments. • Introduction of systemic Checks For Understanding. 			
Action planning and explicit individualized goal-setting for individual scholars.	All educators and scholars	Alignment to Data Cycle and Ongoing	Scholars, Educators and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The accomplishment of our school-wide goals depend heavily on the creative and effective allocation of school funding and resources. Through several partnerships and resources, we are able to support our progress toward the aforementioned goal:

- The Leadership Program provided services for youth development, extended learning time, after school, violence prevention, character education and parent workshops. This year they provided scholars with Spanish, Photography, Dance, Leadership and Theatre in after-school settings. The use of this partnership allowed us to extend the reach of our OST program by providing more variety and space for additional scholars and their interests – SIG Funding
- The Achievement Network, worked alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for scholars in low-income communities. ANet provided an integrated system of supports to foster a data-driven culture throughout the school community - SIG and Title I TA Funding
- Generation Ready (formerly known as AUSSIE) provided professional development for the instructional leadership team and teachers in the areas of curricula development, best practice in Literacy and Math. Their approach to professional development met the individual needs of educators through the design, delivery and facilitation of customized job-embedded programs. We saw clear improvements in educator competency and practice - SIG and Title I TA Funding
- Dr. Nefari Ali will continue to support our Parent University. A behavioral psychologist, Dr. Ali facilitates our Parent University. This is a bimonthly set of workshops that support our parents in many facets of educating and parenting their scholars. Dr. Ali also supports wellness efforts with school staff and balancing the work that must be done in our community with the instructional demand and expectations of the teaching profession. This past year we used Parental Involvement funding; however, next school year we would like to supplement this with SIG funding in order to make the work more broad and robust – Parent Involvement and SIG Funding
- Ms. Kim Smith is a full time instructional coach is is available to educators all periods throughout the school week for coaching, professional development, curriculum planning, modeling and reflection – SIG Funding
- Per Diem will be used to support inter-visitations and professional development during the school day.

One of our most essential effort is our Summer Professional Development. This is two weeks of Summer Professional Development for educators that includes, but is not limited to Curriculum Design, School Culture, Logistics and procedures facilitated by returning Vista Educators and School Leadership.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ol style="list-style-type: none"> 1. By January 2016, at least 80% of all scholars will show improved practice in identified priority CCLS (math and ELA) as measured by interim assessments one and two. 2. By January 2016, all educators will have engaged in five sessions of looking at student work using a specific protocol. 3. By January 2016, 60% of educators will have shown progress in Danielson elements 3B and 3D as evidenced by lesson plans, observation reports, improved discussion in classrooms and deepened rigor in lessons.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

• Vista Academy is a middle school with 344 students from grades six through eight. The school population is comprised of (students who identify as) 28% Black, 66% Hispanic, 1 % White, and 4% Asian. The student body includes 16% English language learners and 20% special education students. Boys account for 57% of the students enrolled and girls account for 43%. The average attendance rate for school year 2014 - 2015 is 93.8%. Suspension data indicates 23 principal’s suspensions and 22 superintendent’s suspensions for 2014-2015. Quality Review Report for 2014-2015 reflects a well developed school culture in which school leaders consistently communicate high expectations around the Danielson Framework for Teaching to staff. The staff and leaders effectively communicate expectations connected to a college and career readiness path, and successfully partner with families. Its administration and staff share a culture of mutual accountability for these high expectations and parents, administration, and staff work together to support student progress toward high expectations.

• The strengths of Vista Academy include its formation of yearlong partnership with St. John’s University. The SWAG (Students Working to Achieve Greatness) program offers mentoring opportunities for St. John’s students. They, alongside Vista educators, provide after school tutoring with a focus on science, technology, engineering, and math (STEM) to Vista scholars. As part of the program, Vista scholars have attended tours and workshops on St. John’s University campus. Presently, more than half the school population has achieved scholarships to summer institute at the university. Additionally, Vista Academy’s Parent University (in collaboration with St. John’s University) provides parent workshops which cover understanding the Common Core, career readiness, and supporting children’s success. Another strength of Vista Academy is the level of consistent communication from the school in the form of teacher phone calls, workshops, emails, report cards, and access to Skedula (an online grade book) and data warehouse (that sends messages to families), and monthly coffee with the principal. Vista administration consistently communicates high expectations to staff through a variety of sources including the morning meeting, staff handbook, and weekly newsletters that include the instructional focus, quotes, announcements, professional development focus, articles aligned to the week’s focus or observation trends, coaches corner, Collaborative Action Research Project (CARP) report, this week in special education, and the “Elite 8 High Expectations” which are the domains of the Danielson Framework for Learning. The weekly newsletters provide educators with techniques for pedagogical moves such as scholar-led discussions, lesson planning, and data analysis. The domains include trends in the feedback to staff as a whole from the past week’s frequent observation cycle. Newsletters frame the week with expectations reiterated at morning meetings. Additionally, the administration holds staff accountable for high expectations through frequent observations with actionable feedback that leads to professional growth supported through inter-visitations, coaching, and professional development. The high expectations for all stakeholders coupled the focus on college and career readiness require that supportive systems remain in place to allow for the teaching and learning of Vista Academy’s five core values of Safety, Persistence, Attitude, Respect and Community (SPARC).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

All school stakeholders will be safe and secure in the school environment as measured by the “Safety and Respect” measure on the NYCDOE living Environment Survey Report, parent attendance at school events, Parent University Enrollment, OORS data and school culture measures with 90% of scholars and families reporting safety on the School Quality Guide.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>Daily Morning Meetings - Each morning of the school day will begin with a 20-minute morning meeting with the purpose of setting the tone for scholars and educators to embark on the day’s teaching and learning. These sessions will include reiteration of the Vista Academy core values (Safety, Persistence, Attitude, Respect and Community-SPARC) and engagement in mindfulness activities. Such Intentional character education during morning meetings will continue to create positive, supportive relationships between all stakeholders.</p>	<p>All scholars</p>	<p>9/9/2015-6/26/2016</p>	<p>Curtis Smith (teacher)</p>
<p>Decision Making Period (DMP) DMP coursework involves explicit immersion of scholars in positive character rituals, routines, and practices. In addition to morning meetings, the use of restorative practices and cyclical discussions in DMP will foster the establishment of clear behavioral expectations for scholars and culminate into a vibrant school life.</p>	<p>All scholars</p>	<p>9/9/2015-6/26/2016</p>	<p>Curtis Smith (teacher)</p>
<p>Ongoing Analysis of Suspension data and occurrence reports – Administrators and Community Coordinator will engage in continual review of occurrences. Patterns and noticings of recidivism will be discussed with guidance counselors, parent coordinator and other stakeholders to devise support mechanisms particularly for recidivists and at-risk scholars. Attendance team meetings will continue to address tardiness and absences.</p>	<p>General Education scholars with persistent disciplinary referrals, SWD, STH</p>	<p>9/9/2015-6/26/2016</p>	<p>Bernard Addo (Assistant Principal)</p>

100% participation in School Uniform policy and school pride – A clear simple and affordable school uniform; provision of free school uniforms for students who cannot afford uniforms or do not come to school in uniform	All scholars	9/9/2015-6/26/2016	Raquel Gonzalez (Parent Coordinator)
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>SIG Funding:</p> <ul style="list-style-type: none"> • Technology for ongoing events and celebrations • Parent workshop facilitators and consultants • Supplies • Additional guidance counselor <p>Tax Levy:</p> <ul style="list-style-type: none"> • Community Coordinator to support school-wide initiatives • SAPIS worker to support prevention 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. By January 2016, OORS reports will show guidance as the primary intervention with scholar issues. 2. By January 2016, scholar attendance will be above 92%. 3. By January 2016, parent attendance at school wide events will increase.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

In the upcoming school-year, our school will finally reach capacity. We will serve grades 6 through 8 and have full teams of educators that will provide for more robust collaboration. Currently, the majority of teachers are engaged in structured, inquiry-based professional collaborations. There are also very strong distributive leadership structures in place. These collaborations promote the implementation of the CCLS while strengthening the instructional capacity of teachers. Teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school.

Currently, teachers meet in content and grade level teams as well as informally as needed, even daily. Teachers look at student work and share noticings, determine implications for classroom practice and revisions to the curriculum. Teachers regularly visit one another’s classroom and provide feedback and next steps. Additionally, the teachers engage in data cycle that allows for adjustments in curriculum and for re-engaging scholars in previously learned material.

A large testament to the collaboration of the Vista Team is the CARP Team. CARP, Collaborative Action Research Project, was fundamental in providing educators an opportunity to look at practice across the classrooms. And refine the elements of instructional practice that needed refinement.

In the upcoming school year, we look forward to implementing:

- Weekly common planning time by content area built into teacher programs.
- Structuring the 80 minute Monday Professional Development time to allow educators time to think and plan through application of concepts.
- Intervisitation schedules with reflection documents
- Curriculum documents aligned to CCLS and centralized in shared electronic folders

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of scholars will be on or above proficiency level (2) in ELA and mathematics as measured by the Achievement Network interim assessments and the New York State Math and ELA State Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Increased instructional time in all subject areas and weekly content area meetings to refine curriculum around student needs.	All Educators	June 2015 – June 2016	School Leadership
Alignment of literacy strategies (reading, writing, speaking and listening) and use of academic vocabulary across content areas.	All educators	June 2015 – June 2016	Instructional Coach and All educators
Intentional instruction through the use of student data to drive instruction as a result of quarterly Data Day meetings and action planning.	All educators	June 2015 – June 2016	Instructional Coach, School leadership and educators
Use of an instructional coach to align strategies across the content areas One-on-one content consultant support for all educators.	All educators	June 2015 – June 2016	Instructional Coach and content teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG Funding: <ul style="list-style-type: none"> • Teacher per session for collaboration outside of school hours. • Consultants for Math and ELA mapping, professional development and side-by-side coaching. • Parent communication supports (website, paper, etc.) • Achievement Network Partnership Title I and III funding: <ul style="list-style-type: none"> • Per diem for teacher professional development • Targeted professional development • Professional development (differentiated) on-site and off-site. • Additional teachers (Special Education) for classroom support 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By January 2016, at least 80% of all scholars will show improved practice in identified priority CCLS (math and ELA) as measured by interim assessments one and two.
2. By January 2016, all educators will have engaged in five sessions of looking at student work using a specific protocol.
3. By January 2016, 60% of educators will have shown progress in Danielson elements 3B and 3D as evidenced by lesson plans, observation reports, improved discussion in classrooms and deepened rigor in lessons.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement. 	<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>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The Quality Review Report for 2014-2015 reflects a well developed school culture (Quality Indicator 3.4) in which school leaders consistently communicate high expectations around the Danielson Framework for Teaching to staff. The staff and leadership effectively communicates expectations connected to a college and career readiness path, and successfully partner with families. Through a fundamental partnership with St. John’s University, Vista Academy is able to regularly and consistently message the importance of college readiness. He partnership will also support parent programming in the near future that will align with Vista Academy’s Parent University. Vista’s administration and staff share a culture of mutual accountability for high expectations while parents, administration, and staff work together to support student progress toward high expectations. Attendance rate for school year 2014-2015 is 93.8%. Suspension data indicates 23 principal’s suspensions (9.91%) and 22 superintendent’s suspensions (9.48%) for 2014-2015. In the upcoming school year we intend to support these numbers in being lower as a result of an additional Guidance Counselor.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

Vista Academy will attain a 94% attendance rate for school year 2015-2016 and reduce principal and superintendent’s suspensions rates as well as recidivism in offenses as measured by OORS reporting and students attendance in ATS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent University (in collaboration with St. John’s University) will provide parent workshops which cover understanding the Common Core, career readiness, and supporting children’s success.</p>	<p>Vista Academy parents</p>	<p>9/9/2015-6/26/2016</p>	<p>Raquel Gonzalez (Parent Coordinator)</p>
<p>Mother-and-son, Father-and Daughter dinner events, Thanksgiving dinner, Winter Recess Luncheon, Bring your Child to school Day program with incentives for parent participation will be held.</p>	<p>Vista Academy parents</p>	<p>9/9/2015-6/26/2016</p>	<p>Dia Bryant (Principal)</p>
<p>Parents will receive consistent communication from the school in the form of teacher phone calls, workshops, emails, report cards, and access to Skedula (an online grade book) and data warehouse (that sends messages to families).</p>	<p>Vista Academy parents and families</p>	<p>9/9/2015-6/26/2016</p>	<p>Raquel Gonzalez (Parent Coordinator)</p>
<p>Community Service Opportunities for gender based groups - Men Of Vista Empowered (MOVE) and Extraordinary Girls Doing Great Things. On scheduled days the scholars within the two groups will invite their parents to select food pantries were the scholars and parents will partake in serving of meals and produce to the less fortunate within the community.</p>	<p>Students in Temporary Housing, English Language Learners, Students With Disabilities, Holdovers (Previously retained), Suspension Recidivists</p>	<p>9/9/2015-6/26/2016</p>	<p>Leevone Church (Community Coordinator), Monica Kelly and Grace Hobbins (Guidance)</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Tax Levy:</p> <ul style="list-style-type: none"> • Materials, supplies, books etc for monthly Coffee with the Principal Meetings • Support staffing of additional Guidance Counselor and Community Coordinator • Support Student’s in Temporary Housing to have basic supplies for success in school. • Year long Skedula subscription • School Messenger • Supplies for communication (website, photography, paper, postage, packaging etc)

SIG Funding:

- Supplement salaries of Assistant principal and Mandated Guidance Counselor
- Support Parent University activities
- Support communication specialist for parent outreach
- Support consultant to for preventative gender specific empowerment groups

Title III:

- Support need of our English Language Learners (students and families)

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1. By February 2016, attendance rate will be at 94%, principal's Suspension rate will be less than 6% and Superintendent's suspension rate will be less than 6%.
2. By January 2016, OORS reports will show guidance as the primary intervention with scholar issues.
3. By January 2016, scholar attendance will be above 92%.
4. By January 2016, parent attendance at school wide events will increase.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	76% of students are proficient or above as measured by the New York State ELA Assesment	Strategic Reading Small Group Instruction (SGI) MyOn Assignments Team Teaching Lunch and Learn	One on one, individual technology device, small group, team teaching and lunch services	Before, during and after school
Mathematics	82% of students are proficient or above as measured by the New York State Math Assessment	TenMarks Assignments Small Group Instruction Team Teaching Lunch and Learn	One on one, individual technology device, small group, team teaching and lunch services	Before, during and after school
Science	Students show increases in their ability to manage informational texts; however, show little to average skill in managine technical texts in science.	Lunch and Learn Differentiated work groups	One on one, individual technology device, small group, team teaching and lunch services	Before, during and after school
Social Studies	Reading levels in grades 6 through 8 reflect scholars functioning below level by one or more grade levels.	Strategic Reading Small Group Instruction (SGI) MyOn Assignments Wilson Reading Program	One on one, individual technology device, small group, team teaching and lunch services	Before, during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Many of the scholars who are mandated for counseling show growth and a decrease in the need for intervention. Scholars who are experiencing a change of circumstances both in and outside of school will be eligible for support as	At-risk counseling for scholars who are adjusting to the school culture and appear to be recidivists with behavior issues. Group sessions for scholars who are new to Vista in grades 7 or 8.	One on one, Small group, Town Hall, Whole Class Sessions and gender based clubs / groups.	Before, during and after school

	determined by school staff.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies to recruit high quality educators include, but are not limited to:</p> <ul style="list-style-type: none"> • Partnership with Teach for America with Professional Development supports • Educator recruitment beginning in January of previous school year. • Partnership with local Colleges and Universities. • Visits to New York City Teaching Fellowship Summer sites • Recommendations from current staff <p>Retention & Support strategies:</p> <ul style="list-style-type: none"> • Leadership opportunities for returning staff. • Opportunities to lead and organize professional development • Team building activities • Unique professional development opportunities • Content area specific consultants to support content knowledge and pedagogical growth. • Ongoing professional development (external and internal)

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • All staff ASCD memberships • Achievement Network Partnership • Professional memberships (School Leaders Network, New Leaders, ALPAL, ELI) • Staff readings • Generation Ready Partnership • St. John's University Partnership • It Takes a Village Consultancy Group

Part 3: TA Schools Only

3a. Use of Program Resources

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

Targeted Assistance funds are used to support our children through the provision of:

- Extended Learning Time Opportunities
- Grade Level Texts (Novels and Textbooks)
- Partnerships with Professional Development Consultants and coaches to refine curriculum resources, side-by-side coaching of teachers and external professional development experiences.
- Educational Consultants to support classroom instruction (push-in support, reduction of student teacher ratio).
- Additional teachers (Special Education) for classroom support
- Academic Intervention Services

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).

- Extended Learning Time Opportunities for long term ELLs, scholars who have reading levels below grade level and opportunities connected to our partnership with St. John's University which include daily school tutoring, literacy enrichment and homework help.
- Grade Level Texts (Novels and Textbooks) were used this year to support the literacy efforts using whole class novels in all of the humanities classrooms. Additionally, the utilization of an adaptive reading program, MyOn to support the advancement of reading levels on all grades.
- Partnerships with Professional Development Consultants and coaches to refine curriculum resources, side-by-side coaching of teachers and external professional development experiences.
- Educational Consultants to support classroom instruction (push-in support, reduction of student teacher ratio). These consultants work both directly with students as well as directly with
- Additional teachers (Special Education) for classroom support.
- On major academic Intervention service is Strategic Reading. All scholars have this class five times per week. There is a specific focus on vocabulary usage, close reading,

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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’s Title I Parent Advisory Council (PAC) 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. Vista 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. Vista 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, School Quality 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

[School name], 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 661
School Name Vista Academy		

B. Language Allocation Policy Team Composition

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

Principal Dia Bryant	Assistant Principal Bernard Addo
Coach Kimberly Smith	Coach type here
ENL (English as a New Language)/Bilingual Teacher Lauren Leichman	School Counselor Monica Kelly
Teacher/Subject Area Andrea Blackman	Parent
Teacher/Subject Area type here	Parent Coordinator Raquel Vasques
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	340	Total number of ELLs	39	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	8
SIFE	9	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	30	9	4	5	0	3	4	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							7	8	20					0
Chinese														0
Russian														0
Bengali							1							0
Urdu														0
Arabic							1		1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							5	3	11					0
Emerging (Low Intermediate)							1	1	0					0
Transitioning (High Intermediate)							1	0	3					0
Expanding (Advanced)							2	4	7					0
Commanding (Proficient)							3	4	1					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							8	7	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	2			0
7	4	1			0
8	14	0			0
NYSAA	1				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	6		1		1				0
7	6		2						0
8	14		4						0
NYSAA	1								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	8	7	4	6				
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We assess the early literacy skills of our ELLs through the LAB-R and our online literacy program, MyOn. The data provided by the LAB-R allows us to assess the literary skills of our Spanish speaking ELLs in their native language. MyOn provides us with literacy skills in Spanish and English. The data shows that those who scored higher on the LAB-R have higher literacy skills in English, as well. Our Arabic ELL have lower early English literacy skills than our Spanish speakers. Our Long-Term Ls have lower early literacy skills than those who are not Long-Term Ls. It seems that their literacy skills are a contributing factor to why they are not testing out. This has helped with instructional planning because we are able to figure out who would benefit from The Wilson Program, which is used at our school. We are always able to know which students need more scaffolding with literacy-related lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Most scholars entering the NYCDOE from a different country are at an wntering English proficiency level according to the NYSITELL. We have seen growth with our entering/emerging ELLs within a year, however, many of our Long-Term Ls have remained stagnant. It also known that many of our Long-Term Ls are SWD. We have started an after school program for Long-Term Ls to work on their reading and writing skills. All of our Long-Term Ls did not meet the standards for these two modalities, therefore, prevented them from testing out.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We have found that looking at our NYSESLAT scores, that most students scored higher in speaking and listening than reading and writing. This shows that, although they are getting literacy and language support in all 4 modalities, they are struggling with meeting the standards for reading and writing. According to their NYSESLAT scores, most transitioning and expanding students passed the listening and speaking portion but did not pass reading and/or writing. we need to work on our ability to move our students from beginner to intermediate, intermediate to advanced, etc. We also need to work on supporting Long-Term Ls test out as the reading and writing modalities are causing these students to receive continued support. The after school program is aimed to assist Long-Term Ls in hopes that it will assist with testing out.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- a. Our 8th grade has the highest ELL population and many of them are at an entering level. Our 8th grade also has most of our Long-Term Ls and SWD. 6th grade has a small L population. We have 4 entering Ls, 1 emerging L, 1 transitioning L and two expanding Ls. Our 7th grade has the smallest L population with 4 entering Ls, 1 emerging L, and 2 expanding Ls. Some scholars prefer to take exams in their native language while others do not. The Ls that prefer taking exams in their native language are the entering Ls. They always request to have an English copy of the exam with them, as well. There isnt a significant different in how they perform being that instruction is taught is English.
- b. When we get the scores from our interim assessments, we have data days where teachers work together in order to plan reteaching, to move students in respect to their individual goals, and to plan individual instruction for interventions that speak to the data gathered from the interim assessments. Leadership meets with teachers weekly to go over data on classroom assessments and to see growth as compared to data from interim assessments. We track the growth based on CCLS performance.
- c. Based on our results from the MOSL, we see that our ELLs struggle to communicate in writing at grade level standards. We are pushing them to work on answering prompts completely, using textual evidence, and writing in complete thoughts.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Not Applicable, as for the 2015-2016 school year we are 6th, 7th and 8th grade.
 6. How do you make sure that a student’s new language development is considered in instructional decisions?

All content-area teachers scaffold instruction so that the students learn the language used in that specific content area along with the content being taught. Ms. Leichman works closely with the content-area teachers to make sure that they are differentating their material to meet the needs of all the ELLs. She will also push-in to provide support. We also take data from the NYSESLAT and NYSITELL to determine which modalities ELLs are struggling with so that we can gear our instructional decisions to meet the needs of individual scholars. We also look closely at the data provided through the ANET ELA exam throughout the year to see which standards they are failing to meet. We adjust our instruction based on the standards that they are struggling to meet.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

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

We will be throughly evaluating our program. We will analyze data to determine whether we met our Annual Measurable Achievement Objectives (AMAO) goals and our ELLs met their Adequate Yearly Progress (AYP) goals. We will examin how many of our students moved into a proficient rating on NYSESLAT, and how many of our students moved levels on the NYSELAT both overall and within each modality. The assessment tool that we use to assess growth throughout the year is the NYSESLAT.

Part IV: ELL Identification Process

- Describe how you identify English language learners (ELLs) in your school.
1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Our initial identification of ELLs begins with reviewing the HLIS. After reviewing the survery, the ENL teacher interviews the child and parent. The ENL teacher will administer the NYSITELL if there is any idication that the student is LEP. If the child is identified as LEP, the ENL teacher will administered the Spanish LAB. The ENL teacher will administer the LENS to any child who has any interrupted formal education.
 2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The first step we take to identify SIFE is looking at student work and records from their previous schooling. The ELL teacher will administer a brief interview with the child to get a better understanding of the educational background. We then administer the SIFE

questionnaire in that child's native language. Upon review, we will administer the LENS if there is any indication that the scholar has any interrupted formal education.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Upon student enrollment, Ms. Nieves will process all documentation and let Ms. Blackman (IEP coordinator) and Ms. Leichman (ENL educator) know of any students who enter with IEPs and are ELLs. Ms. Blackman and Ms. Leichman will meet and schedule a time for the LPT members to meet and discuss if they should accept or reject an LPT recommendation. This is done within the first 20 days upon enrollment. The members of the LPT members are Ms. Leichman (ENL teacher), Ms. Blackman (IEP coordinator), Ms. Bryant (Principal), Mr. Addo (Assistant Principal), Ms. Vasques (Parent Coordinator), Mrs. Smith (ELA coach) and Ms. Kelly (school counselor).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the scholar completes the NYSITELL and the score is determined, our ELL teacher will send an entitlement letter/non-entitlement letter home to the parent(s)/guardian(s). They are asked to bring it back the next day. If the scholar does not bring it back the next day, our secretary or parent coordinator call home to make sure they receive the letter. If it does not get turned in within the allotted time, we send home a letter stating that we never received it.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

When a scholar is identified as an English Language Learner, we give them an orientation where we show them a video going over their program options. During this orientation, we discuss their rights and let them know about their right to appeal ELL status within 45 days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We invite families to an orientation if their child is identified as an English Language Learner. The ELL teacher, Ms. Leichman and the Parent Coordinator, Ms. Vasquez meet with the families. The orientation is usually done the day after the NYSITELL exam is administered but we are accommodating to when the family is available. They are shown a video that goes over the three program choices. After the video is shown, we discuss their three program options and answer any questions that they have. We provide them with the parent choice letter at the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We give out Parent Surveys and Program Selection forms during orientation. We have them fill out the forms then. If a parent is not able to fill it out at the time of our orientation, we give them a deadline for when they can turn it in. Our parent coordinator will translate in Spanish for all of the Spanish speaking families to ensure that they understand their options. For other languages, we use the translation and interpretation services. If possible, we also recommend that families bring in a family member who speaks English to support. Parents who have previously chosen a TBE/DL program are informed of any available openings immediately. We will call them and let them know about this opening.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a Parent Survey and/or Program Selection form is not returned, we will reach out to the family. If they do not return it after outreach, we send home a letter stating that it was never returned and the default program for ELLs is bilingual education.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our ELL teacher, Ms. Leichman, hands out placement parent notification letters to all students who are being placed in our ELL program.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our ELL teacher, Ms. Leichman, receives all ELL documentation for each child. She makes a copy of each document. One is returned to the parent and the other copy is filed.

11. 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.

Our ELL teacher, Ms. Leichman, follows a two-week testing schedule for all three-grade levels (6th, 7th and 8th). She administers the listening, reading and writing schedules within that two-week span of time. She alternates days for 6th grade and 7th and 8th grade so they are not overwhelmed with testing. She trains two colleagues to administer the speaking portion. Ms. Leichman reads the speaking portion while one of the two colleagues grade each scholar. Ms. Leichman also trains two colleagues to grade the writing portion, as well.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our ELL teacher, Ms. Leichman, hands out continued entitlement and transitional support parent notification letters to all students who are being placed in our ELL program. The children are told to hand it to their parents, get it signed and bring a copy back. When they bring the letter back, Ms. Leichman will make a copy, file it and give it back to the child to give to their parent(s)/guardian(s).

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Within the past 2 years, all parents have selected ENL as their first choice. We had one student who transferred to a dual language school but that was before she turned in her parent survey and program selection form. Program models are aligned with parent requests being that we have an ENL program. If a parent requests a dual language or TBE program, we will see if there are any programs open in other surrounding schools. If so, we will transfer them to that school. If not, we will align our program to meet the requests of that family.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

We have 42 ELL and we provide a freestanding ENL program for them. We push out 360 minutes for those that are at an entering, emerging or transitioning level and we also push out 180 minutes for those at an expanding level. The ELL teacher will also push in 90 minutes a week to support those who have tested out within the past 2 years. The 6th and 7th grade are instructed together and 8th grade is instructed together, as well. We feel that is best to combine 6th and 7th grade and keep 8th grade isolated during ENL instruction.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our students have the mandated minutes of each section. Students are working on CCLS that pertain to English in their ELA classes. ESL minutes are met through push-out and after-school sessions ensuring that our students meet their ESL minutes while getting their full access to ELA content and curriculum.

3. Describe how core content is delivered in each program model. 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.

All of our instruction is done in English being that we only have an ENL program. We incorporate the Sheltered English Model to ensure that all ELLs are acquiring the English Language, as well as, learning the content at their specific grade-level. We use the INSIDE program to assist with our goals. We align all of our ENL instruction and content instruction to the CCLS. Each lesson is carefully planned so that it has a content and language objective, which both align to a Common Core standard. In content area classes, educators ensure that all ELLs are being taught both English and content by scaffolding their lessons so that they scholars are learning the content and the language used within that content area. Teachers will often provide definitions in both English and their scholars native language, as well as, translate their learning objective and do now. We provide all scholars with translation dictionaries, which they can use in their classes.

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

We ensure that ELLs are appropriately evaluated by giving them the option to take exams in their native language. Most entering Ls choose to have their exams in English and Spanish. Once Ls move up in proficiency levels, they choose to take exams in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 We have periodic assessments that take place throughout the year that assess students speaking, listening, reading and writing skills. By using the data from these assessments, we can see and track our student growth over time in these modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Almost all of our SIFE students have trouble encoding and decoding. We have implemented Wilson into the curriculum to support with their reading and writing abilities.
 - For our newcomers, we work with the content on their grade level and provide scaffolds as necessary. For example, we give them additional vocabulary practice and worksheets are given in English with a side-by-side translation in their native language, so they can work towards higher level academic vocabulary. We also pair students with buddies who have been in the country longer to help answer questions and to help support their academic achievement. We group based on ability when appropriate so the teacher can give level specific instructional and maximize their time with the students.
 - We push our ELLs in years 4-6 to increase their complexity with writing, reading, speaking and listening. We push them to use their English skills even when they are frustrated and want to fall back to their native language. We differentiate by challenging our students to read level appropriate texts on their own and push them outside their level when a teacher is working with them. We have after-school groups by level in order to differentiate work time for these specific students and their specific needs.
 - We have implemented an after-school program that has been structured for the needs of our Long-Term Ls. We are using the INSIDE writing program along with the Prentice Hall Writing Coach. We are focusing on writing because this is where the scholars, specifically Long-Term Ls, do not meet standards.
 - The ELL teacher pushes in twice a week (90 minutes) to support ELLs who have exited ELL status.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
 N/A. We have no students who have been re-identified as ELL or non-ELL.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 We use strategies such as guided notetaking, sentence starters, and scaffolded worksheets to help support our students. We provide access to technology to support with academic content and acceleration of English language development. Through data, we have found that many of our ELL-SWDs are Long-Term Ls and struggle with reading and writing. Through technology and MyON, we are able to provide them with the practice that they need to improve on these skills. We have also implemented an after-school program, which has a heavy focus on content through writing. We are using the INSIDE program for middle school in this program. Since almost all of our ELL-SWDs are Long-Term Ls and struggle mostly with writing, we have arranged for them all to attend this after-school program. The ELL teacher pushes in to the 12:1:1 classes and ICT classes once a week to provide language support in content areas, as well. This is how we allow ELL-SWDs are provided access to academic content areas and accelerated English language development. We ensure that ELL-SWDs receive mandated services on their IEPs through our IEP coordinator, who ensures that all services are being met. The ELL teacher will talk to other service providers to ensure that there is no conflict with mandated hours that need to be met each week.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 The ELL teacher will push in to some of the classes for ELL-SWDs. She also collaborates with content-area teachers to make sure that she and the other content-area teachers are using strategies that work best for that scholar. We have created flexible scheduling for some our ELL-SWDs to achieve their IEP goals in the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

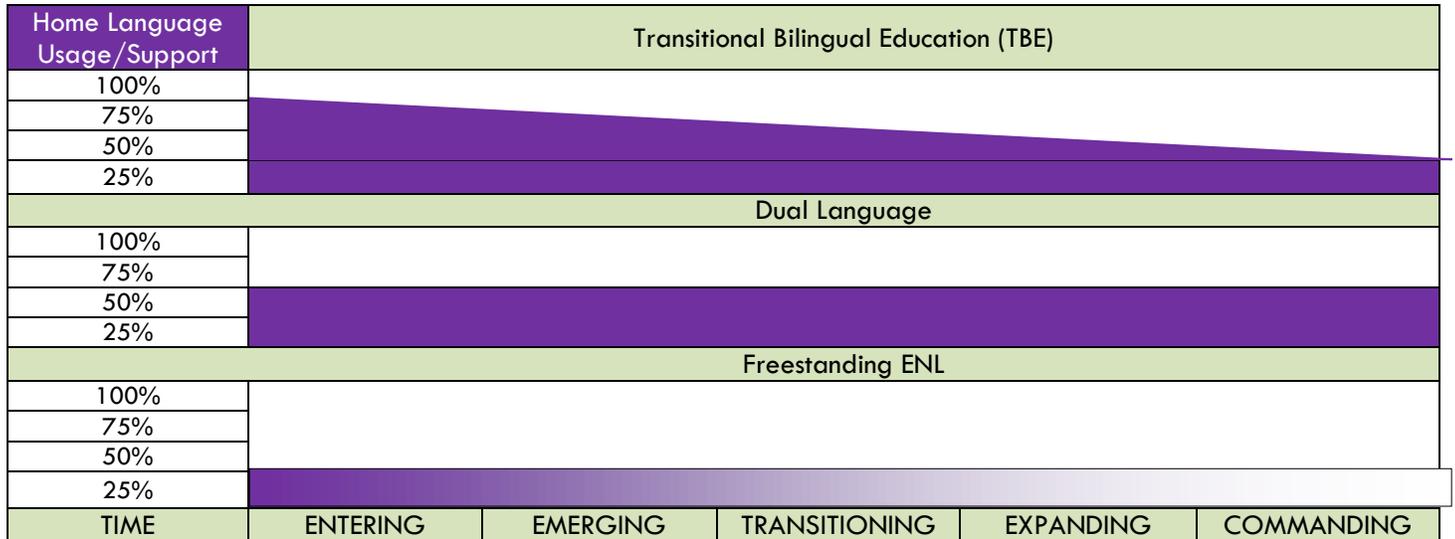


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Our ELL teacher pushes in to 6th, 7th and 8th grade ELA, math and other content areas to support the ELLs. She will also pull scholars out to assist with any language needs in content areas. Ms. Leichman has started an after school program for Long-Term Ls and struggling readers and writers where she focusing primarily on reading and writing. Ms. Leichman works closely with the science team to ensure that they understand the academic vocabulary being taught. She provides them with graphic organizers and vocabulary strategies for ELLs. She does this for all other content areas, as well.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has been effective with many of our newcomers but we would like to focus more on the Long-Term Ls this year as their progress has remained stagnant. We hope to do this through an after school program that focuses mainly on reading comprehension and writing skills as this is where they struggled to meet the criteria to test out on last year's NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
The ENL after school program, which focuses on reading and writnig has been implemented in hopes that it will provide the support needed to get the Long-Term Ls to test out. We are also implementing Wilson to support Ls who struggle with encoding and decoding.
13. What programs/services for ELLs will be discontinued and why?
We used Scholastic's INSIDE program last year for the ELLs but will not be using as much this year. The INSIDE program was used mainly with the entering Ls. The material wasn't challenging enough for them and we have decided to make instruction more rigorous for all ELLs, which the INSIDE program was not effectively doing.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered access to all our programs. Our after school programs include homework help and a wide variety of electives. We also have an ENL after school program that is reading and writing based. All ELLs are welcomed to join. We offer tutoring to help our ELLs with their struggles as well as to provide them with more processing time as may be necessary to master the material.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We have purchased books for our strategic reading room and Library in Spanish. MyOn is our digital library and books come in both English and Spanish.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We have reading materials to support our students. When necessary, our teachers translate materials for our students to ensure they are getting the content while learning the English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The ELL teacher, Ms. Leichman, instructs 6th and 7th together and 8th grade together. She differentiates her lessons, assessments and materials based grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly enrolled ELLs meet with the ELL teacher, parent coordinator and are introduced to all Spanish speaking teachers/staff. We do this so they know who to turn to if they have any questions or need help with a specific content area. The ELL teacher and parent coordinator give them a tour of the school and introduce them to their teachers. They will also grab a few ELL students in their class and introduce them. One student is assigned to assit the newly enrolled student around school the first few days.
19. What language electives are offered to ELLs?
Spanish Club is offered in our after school program.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?a-e) Not applicable, we do not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
For Professional Development, The ELL teacher presents multiple PDs throughout the school year focusing mainly on what content-area teachers are struggling with. We register for workshops held by the DOE to help train our ELL teachers on best practices for the ELL population. The workshops that we register for are best practices for content area teachers and how they can implement ELL strategies in the content area classroom. We also have intervisitations within our own classrooms to see what is working and what needs to be adjusted. Ms. Leichman, the ENL teacher, will be holding her first 80 minute PD of the year for all staff at the school on December 14th. We are also looking into Q-TELL training for content area instructions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers attend specific workshops offered by the DOE and private companies on how to integrate CCLS into their scaffolding and lesson planning. For example, our ELL teacher attended a workshop at Fordham University that focused on aligning CCLS with the ToMs and how we can best integrate both into our lesson planning. We want our teachers to reach the high level of rigor that CCLS demand when teaching to our ELL students.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As ELLs transition from elementary school to middle school, they are very dependent on the teacher. We encourage them to advocate for themselves and constantly enforce that they need to become more independent. It's also important for us to find out what ELL model they were following at their previous school (push in, push out, inclusion) so we can prepare them for our model. We often pair them up with scholars who are older and speak the same language to help them around the school. Ms. Leichman, the ENL teacher will support with this transition to by going into their classrooms to ensure that they are adjusting well.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Teachers attend ELL-specific professional developments held by the DOE and outside companies to meet the professional development requirements. The ELL teacher will also conduct multiple professional developments throughout the year. We are currently looking into Q-TEL training.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We reach out to parents letting them know that they can come in to talk about how they can support their child. In November, we will be hosting a ELL parent meeting where we will discuss goals of the program, language development progress, language proficiency assessment results and language development needs in all content areas. The ELL teacher will set aside time to hold individual meetings with the parents. The parent coordinator will be working with the ELL teacher to support with all interpretation and translation needs.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The ELL teacher distributes a letter to document annual individual meetings with ELL parents as well as documenting all times she speaks to parents through Skedula.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We are working on ELL parent involvement this year. We are currently organizing a meeting for all parents of ELLs and for those whose home language is other than English. This meeting is being held on November 12th and we are planning to do this every month. We want to focus in on how they can assist with their child's academics. We also plan to support their families with their transition into the U.S. We also have a small population of ELL parents who have joined our parent association. We send home news letters, as well. These news letters are translated through the parent coordinator. She will use the translation and interpretation unit if she needs a language other than Spanish.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Cypress Hills Local Development Corporation shares a building with us and has reached out in order to help support the families in our neighborhoods. This community based organization provides workshops, services, and resources to interested ELL families. We have monthly parent meetings where all parents are welcomed. We also are holding an ELL parent meeting on November 12th that will address how to assist their kids in school. The parent coordinator and I are planning to hold ELL parent meetings monthly.

5. How do you evaluate the needs of the parents?

3. We have surveys through our Parent Coordinator to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students. We provide translation services in Spanish for the parents and we use the translation and interpretation services for any other languages. We currently have an Arabic teacher at our school and he has been assisting with the translation needs for our Arabic population.

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dia Bryant	Principal		1/1/01
Bernard Addo	Assistant Principal		1/1/01
Raquel Vasquez	Parent Coordinator		1/1/01
Lauren Leichman	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kimberly Smith	Coach		1/1/01
	Coach		1/1/01
Monica Kelly	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K661** School Name: **Vista Academy**
Superintendent: **Joyce Stallings**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During enrollment, parents who require assistance are given such assistance with completion of the home language survey. The ENL teacher will review the home language survey to determine the preferred language and decide if the student needs to be given an ELL identification interview. The ENL educator, along with the school secretary, takes notice of question two of Part III of the Home Language Identification Survey and compiles the data. Additionally, during enrollment intake, pupil accounting secretary asks for parent language preference. These two methods have helped us establish that languages other than English, Spanish, Arabic and Chinese are the the languages spoken in the homes of our students. As of now, our language preferences are English, Spanish, Arabic, Chinese, and Bengali. Every year, we create an updated report of these language preferences to make sure that we are using a form of communication in the language that the parents prefer.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages for written and oral communication are Spanish, Arabic, Bengali and Chinese. Vista Academy has a Guinean student whose home language is other than English; however, the uncle and sister communicate well in English and prefers communication to be in English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We provide our enrollment information package in English, Spanish, Arabic and Chinese. If a parent comes in who speaks a language other than those language than we refer to the translation and interpretations unit for assistance. Reprort cards, school safety and discipline information, parent handbook, Newsletters, report cards, parent- teacher conference announcements, after school program brochures and revelant fliers, all parent notices and letters are translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Sixth Grade students' orientation - August 27, 2015
Curriculum night -September 16, 2015
ELL Workshop - November 12th, 2015
Parent-Teacher conferences -September 16, 2015; November 18, 2015; March 16, 2016; May 11, 2016
Attendance meetings for absences and tardiness - monthly
St. John's Parent University workshops - monthly

If we need a language other than Spanish or Arabic for translation, we put in a request with the translation and interpretation unit 2 weeks before hand.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Vista Academy utilizes the translation services provided by the Translation & Interpretation Unit as well as in-house Spanish translation by staff. We also have one Arabic staff member who assists with all Arabic translations. When we are aware that a parent/guardian is coming in who does not speak English, Spanish or Arabic, we will try to contact the Translation and Interpretation Unit 2 weeks in advance. Vista Academy's parent coordinator and entire office staff, 3 paraprofessionals and 4 teachers are Spanish

bilingual. They assist with translations when needed. More often than not, Vista families come to our offices with someone who speaks English to help them with translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For languages other than Spanish, we will utilize the over-the-phone interpreters via the Translation and Interpretation Unit. Spanish translations will be provided on-site by staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will be made aware of how to use translation services via email and newsletters. Each staff member has the "I Speak" card, which provides them with the number to call if they need translation services. We are holding an ELL PD on December 14th, which will address the T&I Unit and give clear directions as to how to use their services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the start of each school year, the ENL teacher receives a list of new admits, non-entitled Ls and continued entitled Ls. She will go through the identification process with the new admits and will send a letter home and call the parents letting them know that their child is entitled to receive ENL, DL or TBE according to their test score on the NYSITELL. A parent orientation will be scheduled and this where the parent receives all parent notification letters in their home language. The parent coordinator will assist them with filling out the paper work if that parent speaks Spanish. All other languages will be conducted in their native language through the T&I Unit. All continued entitled Ls will get a parent notification letter sent home in their native language that is to be signed and returned to school. The non-entitled Ls will get a letter sent home in their native language, as well. All of these letters are accessed through the NYCDOE parent notification portal. We also make sure that parents receive their bill of rights and guide to language access in their native language. We provide them with numbers to call if they have any questions.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We conduct Parent surveys and feedback sessions at parent workshops in order to gather feedback and to determine the best methods to communicate with our families.