



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**08X448**

**School Name:**

**SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLARSHIP**

**Principal:**

**WILLIAM FRACKELTON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Soundview Academy for Culture & Scholarship School Number (DBN): 08X448  
Grades Served: 6-8  
School Address: 885 Bolton Avenue Bronx, NY 10473  
Phone Number: (718)991-4027 Fax: (718) 991-4807  
School Contact Person: William Frackelton Email Address: wfrack@schools.nyc.gov  
Principal: William Frackelton  
UFT Chapter Leader: Roger Ball  
Parents' Association President: Otis Thomas  
SLT Chairperson: Sharon Thomas  
Title I Parent Representative (or Parent Advisory Council Chairperson): Hope Brown  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 08 Superintendent: Karen Ames  
Superintendent's Office Address: 1230 Zerega Avenue Bronx, NY 10462  
Superintendent's Email Address: kames@schools.nyc.gov  
Phone Number: (718)935-3783 Fax: (718)828-6239

**Borough Field Support Center (BFSC)**

BFSC: Team 7 Director: Mayra Bernard  
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462  
Director's Email Address: mbernard2@schools.nyc.gov  
Phone Number: (718-828-7403) Fax: (718-828-2116)

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
William Frackelton	*Principal or Designee	
Roger Ball	*UFT Chapter Leader or Designee	
Otis Thomas	*PA/PTA President or Designated Co-President	
Taimy Ramos	DC 37 Representative (staff), if applicable	
Hope Brown	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dorothy Nettey	CSA Elected Rep	
Sharon Thomas	UFT/SLT Chair	
Dana Cohen	UFT	
	Member/	
Rosie Estrella	Parent	
Iveliz Rivera	Parent/IEP Liaison	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vanessa Rodriguez	Parent	
Jacquelyn Smith	Parent	
Carlos Murillo	Parent/ELL Liaison	
	Parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Soundview Academy was founded in 2009 with the mission to turn the conventions of district South Bronx middle schools on their head. In 2010 we became the first Bronx middle school to join the ambitious iZone360 cohort of schools and by our fourth year, the only "A" zoned middle school in District 8 and one of only 8 in the entire borough of the Bronx. By 2014, we were honored as one of just 113 coveted Apple ConnectEd grant recipients nationwide, bringing unparalleled technological resources including iPads for every student in the 2015-16 school year.

### Soundview Academy's Mission & Vision

Adolescence is both a gift and a challenge. The middle years are ones of extremes: the deepening of voices and lengthening of limbs, the onset of independence and resistance to adult authority, a growing capacity for complex thought and activity, and increasing hobbies and interests. Soundview Academy responds to the challenge of adolescence through the following mission: 1) to provide a college-preparatory curriculum that builds personalization into the core of content-area instruction through major exhibitions and culminating tasks in each content area in alignment with Common Core Learning Standards; 2) to prioritize intercultural awareness & expression through Arts and Languages within the school day and extracurricular academics, athletics and arts; 3) to provide the necessary supports and structure in our Scholars Mentoring program for our students' social & emotional growth, as well as rigorously address their physical and mental health as necessary components of academic success; 4) to infuse digital technology throughout the curriculum as a means of differentiating the learning experience for our students, including comprehensive, tech-based approaches to formative assessment that directly inform instructional planning.

Our success is a direct result of an ambitious vision of 21st century pedagogy and practice that places digital design at the service of our overarching mission: building a rigorous global curriculum including arts and languages, emphasizing holistic education by attending to the mind, body and spirit of our scholars, and accelerating versus remediating in a neighborhood whose children historically attended large, failing middle schools. During 2014-15, SVA experienced its most recent achievement in Tenets 3.2-3.5 in the Capacity Framework specific to *Rigorous Instruction*. This was evident in the *Well Developed* mark we received for Indicator 1.1 Curriculum, as well as the *Proficient* mark we received for Indicator 1.2 Pedagogy, as indicated in our 2014-15 Quality Review. This represents the culmination of six steady years of dedication to CCLS implementation in a high needs setting in the Bronx, and we are very proud of this recognition. Another significant gain was in Tenet 2.5: *the school leader has a fully functional system in place to conduct targeted and frequent observations*. In our second year of implementing the Advance teacher evaluation system, Soundview's administration functioned at high levels of collaboration and provided relevant and actionable feedback to teachers in a timely fashion. Lastly, a new gain for us was in Tenet 4.2: *Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry*. Significant gains in teachers' ability to plan rigorous and engaging lessons were evidenced in both Advance and by the reviewer during the Quality Review process. In addition to these recent gains, we continue to perform at high levels in Tenets 2.2-2.4, 3.4/3.5, 4.3-4.5, 5.2-5.4, and 6.2/6.4, tenets where we have proven to have a track record of excellence over the years.

There are a few remaining areas where we feel we are still developing, in particular Tenet 3.3: *Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs*. It is clear that while the quality and rigor of unit and lesson design has increased significantly across all content areas, the necessary assessment-to-pedagogy feedback loop - rooted in the constant and dynamic data-driven assessment of students - has much room for growth, as indicated by our 2014-15 mean performance on Danielson Component 3d and noted by the quality reviewer with

respect to the nature or lack of specific feedback to students by our teachers in various classrooms. Our instructional focus for 2015-16 is to anchor a culture of data-driven assessment in a mastery approach to standards-based instruction, designed specifically to address our deficits in this area. We intend to see the impact of this focus in Advance observations (specifically increases in ratings for component 3d) and resultant gains in student achievement as evidenced in growth measured in MOSLs and state ELA and Math scores.

Additionally, we are building an “attendance goal” directly into our SCEP this year, as we’ve brought more and more resources to combat the chronic absenteeism and lateness that is pervasive in our district and community. And even though we have historically performed very highly in the tenets pertaining to the framework of Supportive Environment, we have chosen to insert this goal in this framework, as we feel consistent attendance and punctuality are the precursors to academic success and must receive direct attention and robust interventions. This year we fell short of our goal of achieving 92% average attendance for the year, but feel we have learned a lot from our more aggressive and resourceful approach to the problem, and fully plan to hit the mark this coming year.

### 08X448 School Information Sheet

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

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Soundview Academy achieved it’s best graduation rate and academic performance of any graduating cohort this year, holding our scholars to the highest standards ever. Early test data indicators (from the June NYCDOE Instructional Report) demonstrate that significant gains were made in English Language Arts across all grades and cohorts, including areas like Vocabulary Acquisition and Use where our gains significantly outpaced the city as a whole. Our gains in math are more complicated in that so many of our 8th graders now successfully take the Algebra Regents that it skews our data for that grade significantly, but clearly our non-Regents tracked 8th graders struggled this past year. Additionally, 6th grade proficiency rates in certain standards experienced some drops, consistent with what math teachers reported was a very challenging cohort this year. Nonetheless, the grade that presented the greatest challenge in the past experienced the most gains, seventh, with gains made in almost all strands as evidenced in the June Instructional Report.</p> <p>Itemized analysis of these exams demonstrates...</p> <p>Based on the analysis of MOTP 2014-15 trends in Advance as well as the feedback from our Quality Review, we’ve rated ourselves Developing in Tenets 3.2 and 3.5 (high developing, but developing nonetheless). We strongly feel that greater attention paid to <i>data-driven instruction (DDI) protocols</i> will yield strong results for our students. This area remains one of the more challenging pedagogical practices for the teaching staff to master, so much professional development time</p>		

will be dedicated to it over the course of the year. Additionally, it forms the basis of our instructional focus as expressed here in Part 2 - Annual Goal. Related to 3.2. is 3.5, and by committing ourselves to the goal of a *comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning*, we intend to bring about a much more robust assessment culture that directly informs instruction including adjustments to curriculum maps, units and lessons, as well as the particular teaching strategies and approaches utilized to promote student mastery of standards assessed.

### **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, at least 75% of Soundview Academy teachers will be rated effective or highly effective in Danielson Component 3d via a mastery approach to the assessment of key standards in their content area.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Support from District Office to train administration further in developing key formative assessment practices across the content areas</p>	<p>SVA Admin</p>	<p>Sept-May (weekly)</p>	<p>Teacher Dev &amp; Evaluation Coach, District 8</p>
<p>Identify and promote best practices in formative assessment across content areas</p>	<p>Lead and Model Teachers; Content Area Teams</p>	<p>Sept-Jan (weekly in content team meetings)</p>	<p>Humanities: AP of Humanities &amp; PCT Literacy Lead; Math: AP of Math; Science: Principal and AP &amp; Science Lead; Arts: Principal and AP and Arts Lead; District Public will provide data/technical support</p>
<p>Design and conduct a series of differentiated PDs for</p>	<p>Teachers</p>	<p>Oct-June</p>	<p>PD Committee: AP and Lead Teacher; Guidance</p>

teachers oriented around mastery-based assessment and the use of strong formative assessment practices			Counselor; PCT Leads and Model Teacher: LitLife, National Math Institute and Urban Advantage will provide PD support in the content area; District Public will provide data/technical support
Coordination with Parent Engagement Team (see Section 5E) to conduct series of Cyber Saturdays to train parents to access and interpret data on Skedula and JumpRope (mastery-based tracking) to increase trust and confidence with the assessment and monitoring of their children's performance	Parents & Guardians	Sept-Jan (bi-weekly beginning in Jan)	Parent Engagement Team; PTA President; Tech Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Capital: Administration, PD Committee, PCT Leads, Model Teachers, Departmental Leads, Parent Coordinator, Community Coordinator, Tech Coordinator, PTA President; Instructional Resources: JumpRope, streamlined assessment practices include specific mention in unit/lesson plans with a focus on performance-based tasks, novel resources including literacy-based and online in connection with Apple ConnectEd grant, Advance informal/formal observations and summative MOTP data and trends, itemized analysis data and trends, records of intervisitations and documented best/promising practices; Scheduling: significant use of Professional Development time, Professional Work Time and Parent Engagement time, as well as Cyber Saturday events to promote an increase of parent/family monitoring via online assessment tools											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
A mid-year summative mean rating on Danielson Component 3d will be assessed in February of 2016, with the expectation to see a significant gain (no less than .25 overall) in comparison to the 2014-15 year-end mean rating.
<b>Part 5b.</b> 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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

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

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

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D

**Part 1b. Needs/Areas for Improvement:**

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

Our self-assessment of tenets of Successful Environment reveal that our identified area for improvement is Tenet 5.5. A review of personal and academic behavioral data uploaded into Skedula by teachers reveals inconsistent implementation of our key socio-emotional assessments including measure of Academic Behaviors and measures of Academic Mindset and growth. In addition, despite regular and continuous support from our SEL consultant/partner Eskolta, few teacher-mentors followed through in administering key surveys.

In respect to the other tenets of Successful Environment, Soundview Academy has distinguished itself as one of Bronx’s premier district middle schools as evident in the School Environment Survey and our rigorous Scholars Advisory Program. According to the 2014-15 Living Environment Survey, our school surpassed the citywide average in Supportive Environment, as we have continued to do year after year.

Despite our successes in this area, we would like to focus this year on attendance and lateness, as chronic absenteeism and lateness is very high in the neighborhood and negatively impacts our ability to give our scholars the regular and consistent support they need to make up the significant achievement gaps necessary to be fully prepared for high school, college and beyond. This past year a revitalized Attendance Team took great strides to combat the chronic absenteeism, but we have yet to find a solid series of interventions for the chronic lateness. This year our goal is to build on the strengths of our absenteeism initiatives of 2014-15 and add ones specifically to contend with the large population of our students who come to school late each day.

For 2014-2015, 33% of our students were chronically absent. This brought our school wide attendance to 91%. This year we aim to reduce our number of chronically absent students and reach our school wide attendance goal of 92%. Through various interventions outlined in the Action Plan below, we will work to reduce the number of chronically absent students by at least 30%. This would be a drop from 33% of our students being chronically absent to about 23%. This will support our goal of reaching 92% for school wide attendance.

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By creating a supportive environment infused with attendance and lateness interventions, Soundview Academy will see a 30% drop in number of students chronically absent for the year. Reducing the number of students who are chronically absent will support our goal of receiving a 92% attendance rating for the year.

## **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Weekly meetings by the Attendance Team, will review student attendance and lateness records. Students who are chronically absent and/or late will receive the following intervention:</p> <ul style="list-style-type: none"> <li>• Parent Letters - all students absent/late 2 or more times a month.</li> <li>• Counseling Intervention - all students absent/late</li> </ul>	<p>Chronically absent and/or late students.</p>	<p>Sep 2015 - June 2016</p>	<p>Social Worker, School Counselor, Parent Coordinator, Pupil Accounting Secretary</p>

<p>2 or more times a month.</p> <ul style="list-style-type: none"> <li>• Parent Meetings - meetings will be held when students attendance does not improve.</li> <li>• Home Visits - will be conducted by Attendance Teacher, Social Worker, and School Counselor for students who are unreachable.</li> </ul>			
<p>Reward Incentives - The Attendance Team will facilitate rewards based on attendance/lateness.</p> <ul style="list-style-type: none"> <li>• Individual Rewards - incentives will be provided to students who have perfect attendance and who have shown improvement in their punctuality and attendance.</li> <li>• Rewards will be student driven based on their interest.</li> </ul>	All students	Sep 2015 - June 2016	Social Worker and School Counselor
<p>Mentor Support - Mentors will conduct lessons with students reviewing their attendance.</p> <ul style="list-style-type: none"> <li>• Start of the school year, Mentors will facilitate a scholars lesson on the importance of attendance.</li> <li>• Quarterly - Mentors will review attendance/lateness records with all students.</li> <li>• Mentors will provide individual support to</li> </ul>	All students	Sept 2015 and then quarterly	School Counselor & Mentors

their scholars who are chronically absent/late.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Capital: Attendance & Punctuality Team, School Counselor, School Social Worker, Community Coordinator, Parent Coordinator, Disciplinary Coordinator, Teachers on Scholars Team, Lead Teacher Support, Teacher-Mentors; Instructional Resources: PBIS and Boost resources, Town Halls, Scholars lessons; Scheduling: Use of Auditorium and other alternate spaces for interventions											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Weekly attendance meetings, will provide an opportunity for progress monitoring throughout the year. Changes can be made to interventions to meet the needs of our students to meet our goal.
<b>Part 5b.</b> 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>Trends revealed by the 2014-15 School Quality Guide and Math and ELA State Exams demonstrate a pattern where students with disabilities and English Language Learners far outperform their peers in schools with similar demographics in the area of math, while performing at a mean index or below in the area of English Language Arts. Itemized analysis of these exams demonstrate these scholars struggle to produce responses at a more advanced level of response to complex performance-based tasks in comparison to their peers - both in Math and English. Therefore, 4.2 represents a high developing or low effective SOP, reflective of the increased role rigorous literacy (in reading, writing and disciplined discourse) must play within our curricular culture in order for us to move to fully effective for these subgroups in Element 5C - Collaborative Teachers. SOP 4.3 and 4.4 represent more consistently effective domains, as reflected on our most recent Quality Review. SOP 4.5 is also an area for growth, as the increased use of formative assessment to measure student intellectual engagement at higher levels is a necessary instructional innovation this year - as reflected in our 2014-15. NYC Instructional Foci. Specifically, the need to increase intellectual student engagement via task-analysis and student-work protocols will be an essential element of team collaboration this year.</p>		

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

By June 2016, all teachers serving ELLs and/or students with IEPs will have engaged in three formalized rounds of professional development analyzing formative assessment practices, task design, and student work through the use of researched based protocols, resulting in a 0.25 median gain on Danielson 3d in summative 2015-16 Advance MOTP.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Design and conduct a series of weekly Professional Development Sessions (cycles) focused on efficient ways to evaluate assessment, tasks, and student work using research-based and teacher team developed protocols.</p>	<p>All Teachers and Paras</p>	<p>Sept 2015 - Jan 2016</p>	<p>PCT Leads and Model Teachers, Admin, Content Team Leads</p>

Design and conduct a series of differentiated PDs for teachers serving SWDs and ELLs with a focus on increasing the quality of formative assessment practices and their impact on curriculum and instruction	All Teachers and Paras	Nov 2015-March 2016	PCT Leads and Model Teachers, Admin, Content Team Leads
Weekly review and revision of assessment practices during content team meetings in alignment with the critical attributes of Danielson component 3d	All Teachers	October 2015 -June 2016	Content Team Leaders & Teachers, Paras
All teachers will conduct classroom inter-visitations across disciplines and grade-levels, observing best assessment practices as identified by the Lead Instructional Team. Administration will support PCT Leads in the implementation of these intervisitations by providing direction and guidance with respect to the assessment practices chosen, as well as ensure alignment with individual teacher MOTP ratings with respect to component 3d.	All Teachers	Jan-June 2016	PCT Leads and Model Teachers, Lead Teachers, Admin

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Capital: Administration, PD Committee, PCT Leads, Model Teacher, Content Team Leads; Instructional Resources: Professional Development sessions, support from district office, protocols for formative assessment device and student work analysis, Advance informal/formal observations with emphasis on Danielson’s Components 3d; Schedule Adjustments: departmental common planning time adding into regular teacher programs											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

By February 2016, a majority of teachers will demonstrate an increased mean score on Danielson Component 3d evident in Advance MOTP summary report as a result of greater command of the critical attributes of the design and use of assessment for learning.

**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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<p>On the 2014-15 School Environment Survey, 85% of teachers reported that their professional development experiences were “sustained and coherently focus” and “included opportunities to work productively with colleagues in my school.” This represents significant gains in sentiment from the year prior and is a testament to the hard work of our PD Committee and the lead teachers and administration working hand-in-hand to develop a more coherent process and plan for the rollout of teacher professional development.</p> <p>Nonetheless, in our HEDI review of Effective School Leadership, a gap was observed in tenet 2.5 in terms of the “use of evidence-based systems and structures” to evaluate school-wide practices. In particular, leadership development and community/family engagement are seen as two areas in which increased use of evidence-based systems would significantly increase transparency and efficacy.</p> <p>Therefore, in alignment with the Framework for Great Schools, school administrators in collaboration with the UFT chapter will build on the experiences of recent leadership development to identify methods to increase the use of evidence in monitoring and promoting authentic leadership at Soundview. In addition, the School Leadership Team will be charged with a more measurable, goal-oriented approach to community/family engagement with specific targets to meet.</p>		

**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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By January of 2016, Soundview Academy will have put in place key evidence-based systems and structures to examine and improve teacher-leadership development and community/family engagement as evidenced by specific evaluative indicators measured and the future decision-making and next steps supported by these indicators.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School’s administration and the UFT chapter leader will continue to consult and develop a consistent, relevant, supportive, and reasonable professional</p>	<p>PD Committee administration and teachers</p>	<p>November 2015 - January, 2016</p>	<p>PD Committee &amp; Admin</p>

development plan which will be differentiated to address the needs of students and staff when appropriate			
Develop a Professional Development Scope and Sequence of the school instructional goals, based on school wide data that considers all relevant needs of the school staff development (Quality Review and Instructional Focus)	PD Committee, Administration and teachers	March-June, 2016	PD Committee
As a result of Professional Learning Monday's workshops, teachers will form collaborative teams around task development, student work protocols and standards-based assessment. Teams will continue to revise tasks and assessments to ensure that daily lesson activities are rigorous and provide consistent opportunities for all students, including subgroups, to be cognitively challenged.	SVA teachers, Paras and Administration	May-June, 2016	PD Committee, paras and teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Capital: Administration & Cabinet, Community Coordinator, Parent Coordinator, Lead Teacher Support, Teacher-Mentors; Instructional Resources: tools and rubrics for leadership development and family/community engagement; Scheduling: use of Cabinet and SLT meetings to address and revisit on a regular basis											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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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In February of 2016, we will review the leadership development and family/community engagement metrics to gauge progress toward reaching goals and inform decisions for second half of year in these domains

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul> <p>Soundview Academy is zoned to one of the poorest neighborhoods of District 8, and as such struggles to obtain the sort of parental engagement that would be described as a school with high engagement. Three successive Parent Coordinators have been faced with the immense challenge of organizing families in an area where many live in shelters, struggle economically and socially, and contain a disproportionate percentage of single-parent households. Traditional means of garnering parent engagement via open houses and academic progress evenings, PTA meetings and community cultural events have not yielded the results we would like.</p> <p>Nonetheless, parents are very satisfied by our school and have historically rated us among the highest of all middle schools in the district as evidenced in the School Environment Survey for several years running and in the sheer reality that we know have over 500 families applying annually for 120 spots in the 6th grade, a statistic unrivaled by other zoned middle schools in the South Bronx.</p> <p>This year we will continue to attempt a slightly different approach to Tenet 6. In accordance with our HEDI ratings on Tenets 6.3 and 6.5, and in alignment with our Apple ConnectEd grant, we intend to engage in more reciprocal communication and share more robust data with our families via the tools of the digital age including our mastery-based academic progress application, JumpRope. Having recognized that our families are now in possession of smart phones and home computers at ever-increasing levels, we plan to take full advantage of our Google Apps architecture and use of JumpRope, CAASS and Phone Messenger to foster this communication via multimedia technology. In addition, as recipients of the Apple ConnectEd grant, we will soon have an unparalleled level of technology (a one device per scholar ratio) in our school – creating the possibility for a whole new matrix for fostering family and community ties.</p>		

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

Increased reciprocal communication with families and scholars via electronic communication and digital media including the use of strategic emails, phone messaging, use of online assessment systems (JumpRope) and social media to promote our students’ strength and needs as measured by no less than a 5% increased mean response rate on relevant questions on our 2015-16 School Environment Survey.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Full implementation of JumpRope (standards-based assessment) in all grades. Professional development by those grades (sixth) which piloted this in 2014-15 to those grades (seventh and eighth) that did not.</p>	<p>All teachers</p>	<p>Sept-Nov</p>	<p>AP, Guidance Counselor, and Teacher Data Leads</p>
<p>Conduct a series of differentiated Saturday workshops (“Cyber Saturdays”) for parents, especially those serving SWDs and ELLs, with a focus on strengthening parents’ command of these online</p>	<p>Parents</p>	<p>Oct-June (Saturdays)</p>	<p>Parent Coordinator, Community Coordinator, Tech Coordinator, PTA President, Principal and AP</p>

tools and therefore tightening the academic bond between the school and the home. Garnering support and feedback from parents to improve and strengthen school-based practices in this domain.			
Foster increased use by teachers of googleapps for the purpose of strategic group emailing of students and their parents for the purposes of building trust, confidence and reciprocity between the school and home; encourage similar growth in the use of our phone messenger blasts.	Parents & Students	Sept-June	Teachers, Admin, Parent Coordinator, Tech Coordinator, Students, Parents
Development of content area pages linked to soundviewacademy.org main website to foster greater transparency and communication between teachers and students/parents around curriculum, assessment criteria, assignments/projects and classroom practices	Parents & Students	Oct-June	Principal and Digital Consultant, Content Team Liaisons, Tech Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Capital: Students, Parents, Parent Coordinator, Community Coordinator, Tech Coordinator, Teacher-Mentors, Administration; Instructional Resources: JumpRope, GoogleApps, Phone Messenger; Schedule Adjustment: Use of PWT/PE time											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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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Soundview Academy will develop a benchmark survey to be administered in February 2016 and involve a random sampling of students, teachers and parents to measure the frequency and quality of electronic/digital engagement.

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Performance levels on ELA state exams combined with scholarship reports for class pass rates	NYReady, Wilson, SONYC, Saturday Academy and Club Reset	Tiered assignments, small group pull-outs, & push-in, Saturday classes	During school day, after school M-F, Saturdays
<b>Mathematics</b>	Performance levels on ELA state exams combined with scholarship reports for class pass rates	NYReady, iReady, SONYC, Saturday Academy and Club Reset	Tiered assignments, small group pull-outs, & push-in, Saturday classes	During school day, after school M-F, Saturdays
<b>Science</b>	MOSLs and class performance rates	Urban Advantage	Small group instruction	During school day and in after school program
<b>Social Studies</b>	MOSLs and class performance rates	Humanities	One-to-one tutoring	During school day and in after school program
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Response to Intervention and PBIS Systems	Scholars Mentoring Program, PBIS, Weekly Individual & Group Counseling	Small group and one to-one	During school day (Scholars Mentoring Program)

## Section 7: Title I Program Information

### Directions:

- 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

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

#### **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>For several years, Soundview Academy has put in place as one of its major school-wide initiatives a dynamic and teacher-friendly middle school program with major blocks of common prep time for content-area teams and weekly Monday whole-staff professional development sessions for its young and diverse staff. For teachers, this includes extensive mentoring for new teachers by our Lead teachers, district instructional liaisons and external professional developers. This involves weekly meetings and intervisitations between teachers within content and cohort teams, as well as outside professional development workshops differentiated for individual teachers and their teams. Given our school was developed during the roll-out of CCLS, our teachers are highly adept at implementing the new curricula at high levels of delivery – resulting in our program being one of the strongest in the district.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
N/A

**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/information, early intervention services, etc.).
N/A

**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.
Our teachers are represented directly by the four chapter-selected constituents of our MOSL committee, and our PD Committee (first formed in 2014-15) has helped solidify a highly collaborative approach to PD planning and execution. Our aim in 2015-16 is to charge this committee with the task of building in much greater differentiation and personalization to match individual teacher needs.

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

<p><b>Directions:</b> 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, 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.</p>			
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$288,644	X	Pages 13, 17, 20, 23
Title I School Improvement 1003(a)	Federal	\$141,979	X	Pages 13, 17, 20, 23, 26
Title I Priority and Focus School Improvement Funds	Federal	\$71,730	X	Pages 13, 17, 20, 23, 26
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	n/a	n/a	n/a
Title III, Immigrant	Federal	\$11,200	X	Page 26
Tax Levy (FSF)	Local	\$2,890,420	X	Pages 13, 17, 20, 23, 26

**<sup>1</sup>Explanation/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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP) for Soundview Academy**

Educational research shows a positive correlation between effective parental involvement and student achievement.

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

**Soundview Academy** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
  - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
  - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
  - provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**Soundview Academy**, 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 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
  - check and assist my child in completing homework tasks, when necessary;
  - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
    - set limits to the amount of time my child watches television or plays video games;

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

### **III. Student Responsibilities:**

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

always try my best to learn.

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

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

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

-  
Rationale:

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

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

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

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

-  
The third program will be taught by Ms. Ventura from 9am-1pm. Ms. Ventura will be teaching Math to

## Part B: Direct Instruction Supplemental Program Information

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

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

## Part C: Professional Development

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

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

Begin description here: \_

Rationale:

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

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

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

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

### Part C: Professional Development

-  
Ms. Gribbins will include text below to support these Professional Developments:  
"Not In My Classroom": Teacher Attitudes Towards English Language Learners in the Mainstream Classroom  
Anne Walker, Ph. D., Jill Shafer, Ph.D., & Michelle liams, Ph.D. University of North Dakota  
Classroom Instruction that works with English Language Learners.  
By Jane D. Hill & Kathleen M. Flynn.

-

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Rationale:

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

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

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

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

-

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>8</b>	Borough <b>Bronx</b>	School Number <b>448</b>
School Name <b>Soundview Academy</b>		

### 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 <b>William Frackelton</b>	Assistant Principal <b>Tara Joye</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Meaghan Gribbins</b>	School Counselor <b>Marissa Bailey</b>
Teacher/Subject Area <b>Damaris Vazquez/Dual Language</b>	Parent <b>Ivelise Rivera</b>
Teacher/Subject Area <b>Zulekya Guevara/Dual Language</b>	Parent Coordinator <b>Diana Rameriz</b>
Related-Service Provider <b>Jowa Suarez</b>	Borough Field Support Center Staff Member
Superintendent <b>Aimes</b>	Other (Name and Title) <b>Dorothy Nettey</b>

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>7</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>1</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>358</b>	Total number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" 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): Spanish
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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	40	<b>Newcomers</b> (ELLs receiving service 0-3 years)	24	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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
<b>TOTAL</b>	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													9	17	11	16	14	14	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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: <u>0</u>
--	--

### 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							12	8	17					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		2					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							3	2	2					0
<b>Emerging</b> (Low Intermediate)							0	1	3					0
<b>Transitioning</b> (High Intermediate)							2	0	5					0
<b>Expanding</b> (Advanced)							8	5	9					0
<b>Commanding</b> (Proficient)							2	5	3					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

#### 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							3	6	6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	2			0
7	8	2			0
8	12	0			0
NYSAA					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	10		2						0
7	5		2						0
8	13		1						0
NYSAA									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)								
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.
  - Students are assessed using a variety of diagnostic, formative, and summative assessments. In addition to the Math, ELA, and NYSESLAT assessments, students' reading levels are assessed using running records. Students' math levels are assessed using DYQO interim assessments and teacher made unit diagnostic, formative, and summative assessments. Additionally, ELLs are assessed using Milestones and RIGOR. These assessments are used to drive future instruction.  
Some insights that have been gathered by the data provided is that ELLs struggle most in reading and writing. This has supported the school's instructional plan to provide students with additional support on ELA during after-school and Saturday Academy. The data that is provided from assessments is gathered and put into the school data tracker. The data inquiry team meets weekly to discuss patterns and trends and develop next steps. The ENL teacher is part of the data inquiry to support language acquisition concerns that may arise during analysis of data.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - The NYSESLAT provided insights that ELLs display lower proficiency levels in Reading and Writing. Due to the high demand of reading and writing an ENL curriculum will be developed focusing on writing with support from non-fiction text. There were also some students who had low proficiency levels in Listening and Speaking. Instruction for these students will have time focused on building vocabulary and listening skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  - Our AMAO report is used to guide, not only our ENL curriculum, but as well our ESL program. Our AMAO report has allowed us to use the information to determine additional instruction or support that is needed not only with ENL but with content area programs. To determine the success of Soundview Academy's program for ELLs, the NYSESLAT is evaluated annually. ELLs are continually assessed in the ENL program, using pre/post assessments, informal teacher conferences, periodic assessments, RIGOR and Milestones assessments. These assessments will determine growth in the four modalities. Additionally, informal assessment is used to assess the

program for ELLs. Informal assessments include, running records, individual conferences, and classroom participation.

4. 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?
    - 4a. Emerging and Entering ELLs in all grades are scoring approximately at a level 1 on state exams given in English. Expanding ELLs in all grades rarely score a level 2 on state exams given in English. Former ELLs are performing higher with scores of 2 and 3 being reported on both Math and ELA state exams given in English. Students are provided the state exams in their native language for Math and Science state exams, however this does not significantly change the performance on exams.
    - 4b. Each year Soundview Academy students complete the periodic assessment. The ENL coordinator utilizes the 2015 NYSESLAT and content performance, specifically ELA, to understand where each student needs to make progress.
    - 4c. The NYSESLAT has shown that most students struggle with reading and writing proficiency, this has guided the curriculum of the ENL program to focus on writing with research based information. Additionally, the data has influenced the enrollment of programs such as Saturday Academy and Intervention class. Students that need increased practice with spoken and listening will receive this through additional differentiation.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)  
Not available due to being a 6-8 middle school.
6. How do you make sure that a student's new language development is considered in instructional decisions?
  6. A child's new language development is considered in instructional decisions during content and grade level planning periods amongst teachers who provide instruction and support to English Language Learners. Additionally the ENL coordinator, testing coordinator and administration frequently discuss and plan during summer to create necessary programs to address the second language development of students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?
    - 7a. Soundview Academy uses a placement exam in Spanish to determine if a student is eligible for the Dual Language Class. This is used because there is no feeder school at this time. All students including ELLs are periodically assessed in their native language using the WRAP series. Additional assessments are used for students throughout the year on testing their English Proficiency, including Just Words, DRA, running records, pre/post unit exams, etc.
    - 7b. The language level of the target language, Spanish, is varied throughout the Dual Language classes. Students that are considered EP range in their Spanish proficiency with some being on level or above, and many more, including ELLs, are performing below grade level in the target language.
    - 7c. EPs are performing at, or above their peers on State Exams. There are some students in the Dual Language class that are performing below their peers, and have not made appropriate gains on the State Exam.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Each year the ENL coordinator and data inquiry team discuss the performance of ELLs and students in the Dual Language Program. Student success in these programs are the reason why we continue to have these programs accessible for students. Furthermore, we have parents and students from the dual language program complete surveys regarding success in language performance at home. This allows for the dual language teachers and the ENL coordinator to discuss the changes and improvements that need to be made in order to increase student performance in the target language. Students performance on the NYSESLAT and the school's ability to make AMAO 1 and AMAO 2 have shown that the additional support programs that we have used to support English language development have been successful.

## 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.
  1. When a parent first enrolls a student, the parent fills out the Home Language Identification Survey. If the parent speaks another language, then the HLIS is provided in the native language/the language of choice. A trained pedagogue then administers an informal oral interview to the student/parent at the time of enrollment. Trained pedagogue that assist with the informal interview are Meaghan Gribbins (ESL Certified/ESL Coordinator). \*\* Once the HLIS and informal interview is conducted, the eligible students will take the NYSITELL, administered by Meaghan Gribbins. The LAB-Spanish will also be provided when the native language is Spanish. This will be administered by Damaris Vazquez (Dual Language Humanities Teacher). Students who are identified as ELLs will take the Spring NYSESLAT annually, until testing Commanding. Their annual scores will be kept on the AMAO spreadsheet and kept in the ENL binder. These scores will assist with identification for future ENL placement, as well as target instruction.
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).
  2. At the time of enrollment, an interview is conducted with the parents and the ENL coordinator, Ms. Gribbins, regarding student's engagement in school. If a lapse of education is stated, then the LENS is completed with the student and student work is collected from the student's content teachers to analyze performance of grade level appropriateness.
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).
  3. A meeting will be held with the LPT team regarding a newly enrolled student that has an IEP. The IEP, HLIS, and either the NYSESLAT or NYSITELL will be discussed at the meeting. The LPT members are Tara Joye, Assistant Principal, Meaghan Gribbins, ENL Coordinator, Krista Bianco, Lead Special Education IEP Teacher, Damaris Vazquez, General Education Dual Language Teacher, Wendy Roman, Bilingual Psychologist. After the meeting is held if the student is identified as an ELL and has an IEP then the student will be placed in the appropriate setting and receive the appropriate services.
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.
  4. The ENL coordinator, Ms. Gribbins, mails the entitlement or non-entitlement letter to the parent immediately after the NYSITELL is scanned and scored. Parents are invited in for an orientation and are also provided the proper documents at the meeting. During the meeting parents are given the opportunity to ask any questions in their native language regarding the documents. Parents sign the documents and copies are placed in the entitlement binder, located in room 410.
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).
  5. Parents are informed about the right to appeal ELL status within 45 days of enrollment, at the time of the orientation meeting. The orientation meeting occurs after a student is identified by the HLIS and the NYSITELL that they are entitled to receive ENL.
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.
  6. Once students are identified as English language learners, parents will be provided an informational orientation. Parents are invited to this orientation by letters sent home, as well as a phone call inviting them to Soundview at a time that may work for them. Phone calls and letters are provided in the parent's native language, according to the HLIS. At this time Meaghan Gribbins, and translator (if necessary), will have parents watch the NYC DOE video on the three different program choices; Dual Language, Bilingual, and Freestanding ESL. The video will be provided in the parents' language of choice. Parents will also be provided the informational print out on the three program choices, provided by the NYC DOE, in their language of choice. After this, parents will be able to ask any questions, in their native language, to clarify the different programs discussed. Parents will fill out a Program Selection, in their native language, at the completion of the parent orientation. After parents choose the program of choice for their child, the pedagogue will inform the parent of what program Soundview Academy offers.
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.
  7. Once a student is identified as an ELL, parents are invited into an orientation meeting. After watching the NYC DOE's video regarding the programs offered parents have the ability to answer any questions they may have about the programs. Parents are then asked to fill out the Parent Survey and Program Selection at the time of the meeting, after all questions have been answered. If

a parent would like more time to fill out the paper work then they must schedule a follow up meeting. All Parent Surveys and Program Selection forms are copied and placed in the ENL binder in room 410.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
8. Parent Survey and Program Selection forms are completed at the time of the orientation, which takes place after a child is identified as an eligible ELL. The ENL coordinator, Ms. Gribbins, maintains the records after each meeting. All forms are kept in an entitlement binder in room 410.
9. Describe how your school ensures that placement parent notification letters are distributed.  
9. Placement parent notification letters are distributed at the time of the orientation meeting, after the Parent Survey and Program Selection form is completed. If the parent chooses a program Soundview does not offer (transitional bilingual), we support the parent with locating a school that does have the program and explaining to the parent that they have the right to change to a school that has the desired program.  
The ENL program also explains that if 15 parents on two consecutive grade levels request this program at time of enrollment, then we will look to the next steps of creating the desired program.  
At this time Soundview Academy does offer Dual Language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in respective binders in room 410. A folder is also created for each child and placed in the child's permanent record.
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.  
11. The ENL coordinator will order the appropriate amount of NYSESLAT exams, and through meaningful rigorous instruction aligned to the Common Core Learning Standards, students will prepare for the Spring's NYSESLAT. ALL students who are considered ELL will take the NYSESLAT in May. Parents will be provided with letters, in language of choice, informing them of the NYSESLAT and the dates of administration. The testing team and inquiry team will also be aware of the dates of administration for the NYSESLAT and assist with any necessary support needed, including any grading, ordering and packaging. Soundview will also offer make-up dates for students who are absent on the day of scheduled testing.  
A team is created in order to facilitate the exam. The speaking and writing section of the NYSESLAT is graded by teachers other than the ENL or humanities teacher. The ENL teacher turnkeys PD on how to grade the NYSESLAT speaking and writing and offers necessary support with grading the NYSESLAT. The ENL administers the exam and when necessary has another teacher assist with administration.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notification letters are distributed in September. Students are provided a copy in class and there is a copy sent by mail. The ENL teacher, Ms. Gribbins, requests that the students return one signed copy and this copy is placed in the entitlement binder in room 410.
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).  
13. If the parent's first choice is not offered at Soundview Academy, the pedagogue will inform the parent that they have the option to transfer the student to a school that offers the program. Parents that request to transfer their students to a bilingual program they will be sent to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). The pedagogue will assist with locating a school for the parent that offers the program of choice. If the parent decides not to transfer the student, the pedagogue will inform the parent that the school is keeping track of parent choices, and when there are fifteen parents choosing a bilingual program on two consecutive grade levels, then the school will reach out to these parents to discuss the next steps Soundview will take to create a bilingual program. The pedagogue will keep the HLIS, parent program choice, and continually track on a spread sheet parent choices, in the Soundview ESL binder. At this time we have parents choosing the Dual Language program as their first choice. Since the creation of the Dual Language Program, all Spanish speaking parents of newly identified ELLs have chosen Dual Language and have been placed appropriately. Parents of ELLs from other language backgrounds have chose ENL as their first choice.

## 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.
  - a. Soundview Academy offers a Push-in/Pull-out ENL program. The pull out ENL classes are heterogeneous. Five days a week entering, emerging, and transitioning ELLs received an ENL class. Twice a week expanding ELLs combine with all proficiency levels. The pull out ENL class is taught by Meaghan Gribbins (ESL certified/ESL coordinator) and follows an ENL, specific to civics, writing curriculum. There are an additional three 45 minute periods a week that are devoted to high needs areas and follows an intervention curriculum focusing on reading; SIFE and newcomers are typically addressed during this time. There are three cohorts of 6<sup>th</sup> graders, 7<sup>th</sup> and 8<sup>th</sup> graders in Dual Language. ELLs who are sitting in a Dual Language class are still provided ENL pull out periods by the ENL certified teacher. An ENL teacher also pushes into math and science classes as necessary. Teachers that are teaching ELLs content area have shared planning time to discuss best teaching strategies.  
Integrated ENL occurs as well to meet the mandated minutes aligned to Part 154. The ENL coordinator, Ms. Gribbins, and an ENL teacher in training, Ms. Suarez, divide the mandated minutes required of integrated ENL for entering, emerging, transitioning, expanding, and commanding.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*
  - c. In the Dual Language program integrated ENL is incorporated with the push-in from Ms. Gribbins and Ms. Suarez. The ELL students in the Dual Language are heterogeneous in their proficiency levels. The class travels together for all classes and receive instruction in a 50/50 10 day rotation. There are three dual language classes. One in sixth grade, one in seventh, and one in eighth.
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)?
    - 2a. The program at Soundview ensures that ELLs receive the appropriate amount of ENL and ELA minutes. Emerging, Entering and Transitioning students attend ENL, when their cohort is in ELA. They receive 5, 45 minute periods of ENL a week. Expanding ELL students attend ENL when their cohort is in ELA. They receive 2, 45 minute periods of ENL a week. Emerging, Entering, and Transitioning ELLs receive integrated 4 times a week. Commanding ELLs receive ENL push-in services twice a week. HLA is provided during the students' humanities block periods.
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.
  3. On each grade level majority of ELLs travel in the same cohort, and have the same grade level content area teachers. Bilingual teachers are strategically placed to service the ELLs. For example, in the sixth grade side there is a bilingual math/science teacher and a bilingual humanities teacher servicing the Dual Language class, as well as the students who are not placed in Dual Language but are ELLs; they sit in a different cohort that is still instructed by the same teachers. In the seventh grade the humanities, science, and math teacher are bilingual. In the eighth grade the science teacher, ELA, and math teacher are bilingual. Soundview Academy promotes the use of translanguaging, through using translated worksheets and allowing students to express themselves in their native language. In Math/Science, text books and workbooks are provided in the student's native language. Students are given exams in both English and their native language. Having the languages side by side allows practice for the state exams, which are provided in both languages. Teachers access the native language when assigning homework and speaking to parents, as to offer appropriate amount of support to the families of native languages other than spanish. The ENL coordinator and testing coordinator work closely together to assist the students where there is not a bilingual teacher who speaks the native language of that student. This may include accessing a translator. For example accessing a Bengali Translator for testing accommodations.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
  4. By having bilinigual teachers on each grade level in the Humanities classes, allows for teachers to evaluate students appropriately in their native language. Additionally, individual goals are set when teachers meet on a weekly basis to discuss individual students, best ELL teaching strategies, and other pertinent information. Teachers administer formal and informal

assessments throughout the school year to assess the student's native language proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. ELL students are appropriately evaluated in all four modalities of English acquisition throughout the school year through formal and informal assessments. This includes conferencing using rubrics for the spoken language, written pieces that are assessed using appropriate language development specific rubrics, running records and comprehension questions for reading acquisition, and finally listening is evaluated through multiple assessments.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - 6a. SIFE students receive ENL through writing for 5 periods a week, and have 3 reading intervention pull-out periods. Instruction is differentiated by focusing on BICS during reading intervention, as well as phonics through the study of civics. RIGOR program is used during the intervention class to guide instruction and curriculum.
  - 6b. Newcomer ELLs typically receive 5 periods a week of ENL through writing, and have 3 reading intervention pull-out periods. During the ENL through writing students will develop their BICS and CALPs through a specifically designed curriculum that targets the needs of the ELL population at Soundview. Each lesson is designed to meet the needs of all students and provide multiple access points for students to acquire the necessary materials. Multiple access points includes multiple reading levels of text, chunking of text, guided questions to reading, sentence starters, graphic organizers, differentiation of pacing, grouping and pairing, and small group instruction. The ENL curriculum focuses on writing and non fiction reading that will prepare students not only for the NYSESLAT but the ELA as well. If a newcomer tests Expanding on the NYSESLAT sooner than 3 years of being in the US, then the student will follow an Advanced ENL program.
  - 6c. ELLs receiving service for 4-6 years will typically follow an Expanding ENL program (dependent upon NYSESLAT scores). These students will have 2 periods of pull-out ENL. The advanced curriculum will be ENL through writing, focusing on writing with the use of non-fiction text, preparing students for the NYSESLAT and the ELA. The curriculum will be differentiated and will have independent studies where students will be expected to practice the skills taught during instruction. The skills will be taught with multiple access points, scaffolding, and at a pace appropriate to the needs of the class. Students that are at risk of becoming Long Term ELLs will attend Saturday Academy where they will focus on the skills needed to take the NYSESLAT.
  - 6d. Long term ELLs who have completed 6 years of ENL will follow an Expanding ENL schedule. These ELLs will receive 2 periods of pull-out ENL. During the two periods of ENL students will follow the ENL through writing curriculum. Students that are long term ELLs will also be invited to attend Saturday Academy as an additional support. Saturday Academy will focus on taking the NYSESLAT and the skills needed to test Commanding. Long Term ELLs will focus on the modality that they show the most struggles with (typically reading and writing as shown by the AMAO scores for Soundview Academy).
  - 6e. Former ELLs are provided testing accommodations for 2 years after testing proficient. ELLs that test Commanding will receive two periods of integrated ENL.
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.
  7. At this time we have not had any parents request for students to be re-identified as ELL or non-ELL. However, we are prepared to follow the ELL Policy and Reference Guide, Re-Identification of ELL Status if a parent requests such. Additionally, the ENL coordinator is made aware of students that are new enrollments, as well as monitoring students that have a language other than English spoken at home. The ENL coordinator supports all teachers with identifying home language and academic supports that can be used to further support students as necessary.
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?
  8. Instructional strategies are differentiated for ELL-SWDs to meet grade level content and expectations while providing access to the language. This is done through pacing of instruction, use of graphic organizers, materials that are appropriate for age and language proficiency level, and other such best teaching practices for ELLs.
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?

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

### 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*
Chart	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 DUALY 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

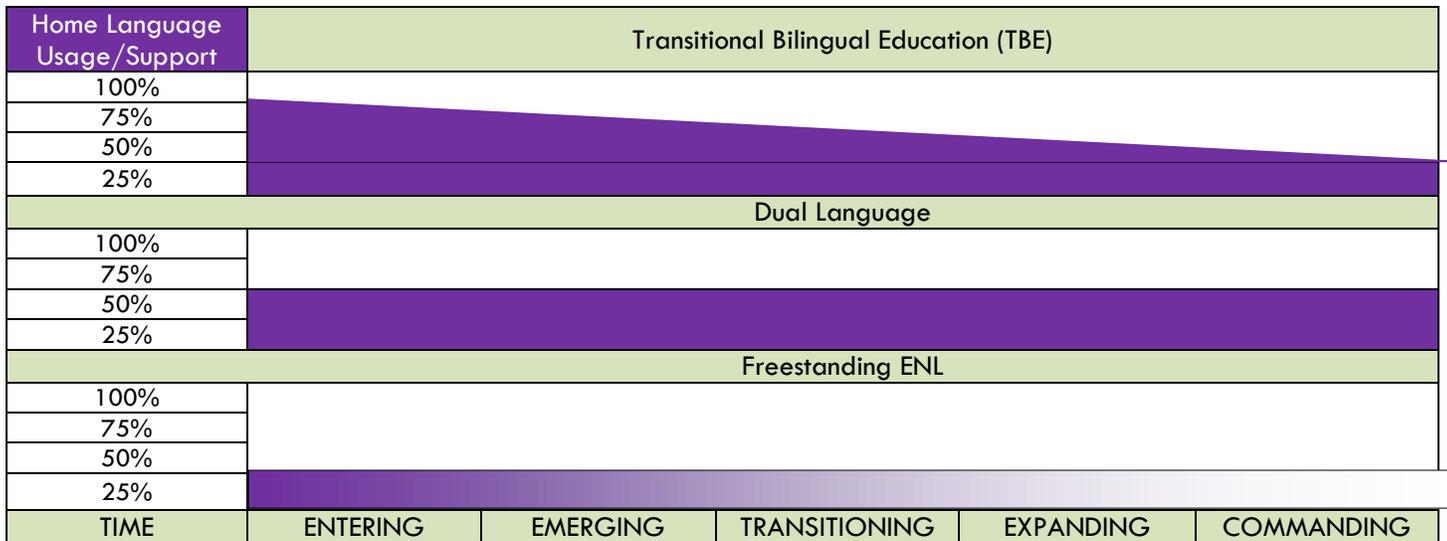


\*Note: “other approved services” does not apply to New York City at this time.

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

services are provided to students who are in need. Additionally, IEP meetings are provided with a translator and language support when necessary.

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).

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

19. What language electives are offered to ELLs?

19. There are no language electives offered in the building at this time. We are looking to add language electives in Fall 2016.

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

b. The Dual Language class has been created in the 605, 705, and 805 cohort, having all EPs and ELLs intergrated for all content areas. Some ELLs are pulled out for ENL services, as stated in the ENL section of this policy. Students are integrated for all content areas, however, arts and physical education are not taught by bilingual teachers at this time. Students are also intergrated with other cohorts for physical education.

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

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

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

## 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.)
  1. All teachers and support staff at Soundview Academy are given a Professional Development day during a week long summer in-service training. At this time the ENL coordinator, Meaghan Gribbins, provides all staff with a peer professional development. Professional development continues with the teachers that work with the ELL population, by having weekly ENL cohort grade meetings. During cohort meetings Ms. Gribbins turn-keys PD on best teaching practices for ELLs. These best teaching practices include sheltering English, vocabulary notebooks, grouping of levels, language objectives, etc. Teachers also collaborate on grading and promotional criteria for ELLs. Additional Professional Development is offered to Dual Language teachers. PD Mondays are also used to create Professional Development for all teachers and support teacher in becoming language teacher. These PD topics include Language Awareness, Writing Language Objectives, and ELL experiences.
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?
  2. The ENL teacher, teachers of ELLs and Dual Language teachers will attend Professional Development outside of school, as offered by the Office of English Language Learners. Teachers will collaborate during scheduled prep times to turn key and discuss how Soundview will support ELLs with engagement in Common Core Learning Standards. As PDs are offered, the ENL coordinator will reach out to identified teachers to ensure attendance and participation in these PDs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Teachers and students are provided support for students transitioning to middle school by offering an Orientation Night, when all new students and families are welcomed to the school. At this Orientation students will have a chance to meet their teachers and tour the new school. Bilingual teachers, and support staff, are present for students and families. Throughout the school year, students who are new to the country, or SIFE, receive bilingual counseling to assist with the transition into middle school.  
The counseling department and the ENL coordinator plan day trips, weekend trips and evening trips for 8th grade ELLs to tour high schools, attend open houses, or attend high school fairs. The Guidance Counselor and ENL coordinator will arrange for high interest highschools to come to Soundview to offer presentations and information about the particular high school.
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.
  4. Soundview Academy will provide in house Professional Development during the summer intensive orientation week and during Professional Development Mondays that target bilingual education and ENL topics. To further support the percentage that all teachers need, the ENL coordinator, Ms. Gribbins, will send out content related PDs offered by outside resources, such as the Office of English Language Learners. Teachers that attend these PDs will be expected to bring an agenda from the PD and participate in a turn-key Monday Professional Development, that will allow all teachers to benefit from the resources and information provided.

### 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?

Soundview Academy will host 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. These meetings will be grade based and occur on Tuesday during PWT time. Content teachers will be invited to speak to the development needs in content areas. The ENL teachers will be present to discuss language development of individual students.

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.

Records are maintained in a binder in room 410 that includes signature sheets of parents that attend the individual meetings with ELL parents. Outreach done via phone calls will be logged on a googledoc to ensure that parents are being notified of necessary meetings that occur. Letters will be photocopied and placed in students permanent records. As stated in the Language and Interpretation Policy all outreach will be provided in the parents language of choice, as identified on the HLIS.

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

3. The Parent Association meets on a monthly basis to provide support, and be given support, at Soundview Academy. The Parent Association provides invitations and information to the ELLs families in their native language. Additionally, Soundview Academy has created and offered an Adult ENL class on Saturdays. Parents of ELLs are invited with priority and then any additional seats will be offered to other parents in the community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

4. Currently the school does not partner with other agencies or Community Based Organizations to provide workshops. However, the counseling department at Soundview provides workshops for parents and the community. The ENL coordinator also provides Adult ENL classes.

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

5. Parent needs are evaluated through informal meetings provided in home languages. Additionally, there are bilingual forms provided in the main office for parents to request meetings.

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

6. Parental Involvement activities address the needs of the parents because the activities are driven by the needs that the Parent Association collects during PA meetings monthly. Currently the needs of parents have been to receive English, in response Soundview Academy has created an Adult ENL class for Saturday Academy.

### 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:



School Name: **Soundview Academy**

School DBN: **08x448**

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)
William Frackelton	Principal		10/1/15
Tara Joye	Assistant Principal		10/1/15
Diana Rameriz	Parent Coordinator		10/1/15
Meaghan Gribbins	ENL/Bilingual Teacher		10/1/15
Ivelise Rivera	Parent		10/1/15
Damaris Vazquez	Teacher/Subject Area		10/1/15
Zulekya Guevara	Teacher/Subject Area		10/1/15
	Coach		10/1/15
	Coach		10/1/15
Marissa Bailey	School Counselor		10/1/15
	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15
	Other _____		10/1/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08** School Name: **Soundview Academy**  
Superintendent:

### 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](http://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

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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.

Upon registration for the first time into the DOE system the enrollment team (enrollment secretary and ENL coordinator) inquires with parents regarding their language preferences. They are asked to fill out a home language identification survey. Copies of the language surveys are kept in the ENL binder. Additional copies are available in individual student files. This paperwork should remain in the student's cumulative folder. In addition to this information parents are asked to fill out, and update, the student's Emergency Contact forms, where they must also indicate their home language preference, in written form and oral form. All documents are accessible in the Main Office. All information is submitted into ATS, and remains up to date.

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.

According to the RHLA the preferred languages are as follows:  
Bengali (4 students)  
Chinese (1 student)  
English (247 students)  
Jamaican-Creole (1 student)  
Mandinka (1 student)  
Papiamento (1 student)

Spanish (103 students)  
Twi (3 students)

## **Part B: Creating a Communications Calendar**

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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.)

All documents necessary for first time enrollment of students are translated and kept accessible in the main office. This includes the HLIS. When the orientation meeting happens for entitled English Language Learners necessary documents are translated. These include entitlement letters, parent survey and program selection, program placement, ELL brochure, NYSESLAT notification. Parent-teacher conference announcements are translated. After-school & Saturday school information is translated. New York State testing dates and notifications are translated. Letters that are sent in the beginning of the year will be translated in the preferred language of choice.

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.

All formal face to face meetings will have a Spanish translator present, including parent teacher conferences, curriculum nights, open houses and orientation meetings. These translator will typically be in house trained pedagogues. Since we have a number of staff members that are bilingual we will use our in house resources for informal interactions that may occur.

If another language is requested the LAC will call the Language and Interpretation Unit. Additionally, the Language and Interpretation Unit information will be displayed in the main office and at the security desk.

## **Part C: Providing Language Assistance Services**

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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.

If a parent requests written documentation to be provided in another language other than English than information will be provided in the native language. Currently, translation services are provided from in-house translators, as the language requested is Spanish, and Soundview has bilingual staff, able to translate documents. If additional languages are requested than Soundview staff will reach out to the DOE Translation and Interpretation Unit, and request further information. At this time no other language translations for written documentation have been requested.

At this time the dominant request of written language translation is for Spanish. Soundview Academy provides bilingual flyers of upcoming events, and any other paperwork administered to families of Soundview.

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.

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

#### **Part D: Training Staff on Policies and Procedures**

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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.)

The LAC will host a Professional Development on a Monday to inform staff of the different services offered by the translation services. The LAC will also inform staff how to use these services and how to use the over the phone interpretation service. The T&I Brochure, Language ID Guide and Language Palm Card will be distributed at this Professional Development. This Professional Development will be held during a Monday PD time.

#### **Part E: Providing Notice of Language Assistance Services**

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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

The LAC and parent coordinators will attend the training held by the translation and interpretation unit. They will then turn key this information to the entire staff. The LAC will collaborate with the office staff to ensure that the proper notifications are given to the parents in the preferred language of choice. This will be made available at the parents request. The Welcome Poster and Language ID Guide will be posted in the main office and at the security desk in order to inform parents at the time of arrival that translation and interpretation services are available.

### **Part F: Monitoring and Quality Control**

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

The LAC will create a parent survey to distribute during parent teacher conferences to gather feedback from parents on the quality and availability of services.