



VALIDUS PREPARATORY ACADEMY: AN EXPEDITIONARY LEARNING SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: VALIDUS PREPARATORY ACADEMY: AN
EXPEDITIONARY LEARNING SCHOOL**
ADDRESS: 1595 BATHGATE AVENUE
TELEPHONE: 718-466-4000
FAX: 718-466-4001

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	Error! Bookmark not defined.
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	Error! Bookmark not defined.
SECTION III: SCHOOL PROFILE.....	Error! Bookmark not defined.
Part A. Narrative Description	Error! Bookmark not defined.
Part B. School Demographics and Accountability Snapshot.....	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	Error! Bookmark not defined.
SECTION VI: ACTION PLAN	Error! Bookmark not defined.
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	Error! Bookmark not defined.
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	Error!

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900011263 **SCHOOL NAME:** Validus Preparatory Academy: An Expeditionary Learning School

SCHOOL ADDRESS: 1595 BATHGATE AVENUE, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-466-4000 **FAX:** 718-466-4001

SCHOOL CONTACT PERSON: BRADY SMITH **EMAIL ADDRESS** BSmith15@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Al Manigault

PRINCIPAL: BRADY SMITH

UFT CHAPTER LEADER: Nancy Martinez

PARENTS' ASSOCIATION PRESIDENT: Avril Hanley Woods

STUDENT REPRESENTATIVE:
(Required for high schools) Boris Regalado

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: EMILY SHARROCK/Wladimir Pierre

SUPERINTENDENT: ELENA PAPALIBERIOS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Brady Smith	Principal	Comments: Approved
Avril Hanley Woods	PA/PTA President or Designated Co-President	Comments: Approved
Al Manigault	Parent	Comments: Approved
Nancy Martinez	UFT Chapter Leader	Comments: Approved
Jesse Olsen	UFT Member	Comments: Approved
Linda McFarlan	DC 37 Representative	Comments: Approved
Boris Regalado	Student Representative	Comments: Approved
Dimary Santiago	Student Representative	Comments: Approved
Elizabeth Miles	Parent	Comments: Approved
Ryan Coughlan	UFT Member	Comments: Approved

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Validus Preparatory Academy is a high school with an emphasis on health issues, daily physical exercise, and hands-on, real world learning. Validus Prep was opened in September, 2005 as a part of the new, small high school initiative by Chancellor Klein. The mission of the school is to prepare young people to sustain a healthy and informed life through rigorous academic curriculum and community partnerships focused on health issues relevant to students. Health classes are offered all four years and students present their learning in Student-Led Conferences at the end of each term, culminating in a senior Presentation of Learning about a community health issue. Through Expeditionary Learning Outward Bound, students experience a 5-day Challenge Course and ongoing Learning Expeditions that involve using classroom skills and knowledge to solve real problems in the community. Each student maintains a portfolio of his/her work and presents this portfolio to an independent panel. Expeditionary Learning is built on ten principals that reflect the educational values and beliefs of Outward Bound. These principals also reflect the design's connection to other related thinking about teaching and learning. In Expeditionary Learning Schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can. This involves learning styles that both staff and students have often never been exposed to before. Through a series of professional development workshops given over the summer and school year, our staff works together to implement these programs. This model also includes character learning, whereby character traits such as collaboration, responsibility, compassion, and commitment are integrated into the learning models. These traits are taught individually and as a group in order to encourage students to become increasingly responsible for directing their own personal and collective learning. Validus Prep has numerous community partners, including but not limited to Wingspan Arts, Brooklyn Artists, Alliance, Bronx Lebanon Hospital, inter-generational Work Study, Anti-Defamation League, PSAL, and others.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Validus Preparatory Academy: An Expeditionary Learning School							
District:	9	DBN #:	09X263	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:		Attendance: - % of days students attended*:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		79.2	81.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		92.2	95.66	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.3	76.1	88.5		
Grade 8	0	0	0						
Grade 9	112	116	91	Students in Temporary Housing - Total Number:					
Grade 10	116	112	107	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	108	113	101		0	12	TBD		
Grade 12	0	83	108						
Ungraded	0	2	1	Recent Immigrants - Total Number:					
Total	336	426	408	(As of October 31)	2007-08	2008-09	2009-10		
					8	4	0		
Special Education Enrollment:		Suspensions: (OSYD Reporting) - Total Number:							
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained	7	16	19	Principal Suspensions	0	31	TBD		

Classes								
# in Collaborative Team Teaching (CTT) Classes	4	4	10	Superintendent Suspensions	7		14	TBD
Number all others	32	38	21					
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:				
				(As of October 31)	2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)		CTE Program Participants			N/A	0	0	
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0		0	0
# in Transitional Bilingual Classes	0	0	0					
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.				
# receiving ESL services only	44	54	44	(As of October 31)	2007-08		2008-09	2009-10
# ELLs with IEPs	0	2	11	Number of Teachers	20		26	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		5	5	TBD
				Number of Educational Paraprofessionals		2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08		2008-09	2009-10
	6	10	TBD	% fully licensed & permanently assigned to this school	100		100	TBD
				% more than 2 years teaching in this school		15	23.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		25	23.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	65		54	TBD
American Indian or Alaska Native	0.6	0.5	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.4		98.8	TBD
Black or African American	33.3	36.6	38.7					
Hispanic or Latino	65.5	62.4	59.3					

Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.2	0.5
White	0.3	0.2	0.5
Multi-racial			
Male	32.1	30	33.3
Female	67.9	70	66.7

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: If yes, area(s) of SURR Yes No identification:

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level	Secondary Level
ELA:	Y
Math:	Y
Science:	-
	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√		√	√	-	
Ethnicity							
American Indian or Alaska Native	-	-		-	-		
Black or African American	-	-		-	-		
Hispanic or Latino	√			√		-	
Asian or Native Hawaiian/Other Pacific Islander							
White							

Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				√	√	-
Student groups making AYP in each subject				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09		
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	65.8	Quality Statement Scores:	
Category Scores:	Quality Statement 1: Gather Data	W	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	16.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	32.2	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Summary of performance trends: Overall, Validus Preparatory Academy is seeing great progress as we move into our sixth year. Our students continue to work to increase credit accumulation and regents passage rates. We are noticing increased passage rates on the ELA and Living Environment regents exams while we have failed to notice an increase in passage rates on the global and United States history exams. We have noticed an increase in credit accumulation in the current 10th and 11th grades. In addition, trends show that our attendance rates so far for the 2010-2011 school year are roughly comperable to those of the 2009-2010 school year.

Strengths:

College readiness activities and systems

Healthy relationships among students and between students and adults

Staff effectively collect and use data to inform instruction

Strong school culture and community, developed through advisory Crew and other school rituals and routines

Accomplishments:

Increasing number of students engaged in extra curricular activities in the 2010-2011 school year.

Special needs students graduated at a higher rate than city-wide and high numbers tested out of ELL certification

Thematic essay and DBQ scores have improved due to Inquiry Team interventions.

Extra-curricular opportunities, fieldwork and community partnerships provide significant experiential learning opportunities (Outward Bound, Rocking the Boat, Summer Search, etc)

Challenges:

Parental involvement is low

Few students graduate with an advanced Regents diploma

Budget cuts have resulted in increased class size and decreased resources.

Credit accumulation remains a concern as budget cuts have cancelled extended day credit recovery programs within our school.

Student attendance is still an area in which we wish to improve and remains a significant barrier to school improvement.

The change in Math Regents scope and sequence is a barrier to student performance on Regents exams as the school community works to become familiar with the geometry and Algebra II regents.

Student literacy is a barrier to school achievement levels, especially on Regents exams.

Aids include technology, data use, and community partnerships.

The school is in good standing for NCLB/SED and our Progress Report grade is an A.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Among Cohort M, the number of students earning 10 or more credits in 2010-2011 will increase by 2% over previous years of 11th graders.	<input type="checkbox"/> Among Cohort M, the number of students earning 10 or more credits in 2010-2011 will increase by 5% over previous years of 11th graders.
<input type="checkbox"/> Overall student attendance in the 2010-2011 school year will increase by 2% over the 2009-2010 school year.	<input type="checkbox"/> Overall student attendance in the 2010-2011 school year will increase by 2% over the 2009-2010 school year.
<input type="checkbox"/> Parents will be contacted at least once per month throughout the school year.	<input type="checkbox"/> Parents will be contacted at least once per month throughout the school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. <input type="checkbox"/> Among Cohort M, the number of students earning 10 or more credits in 2010-2011 will increase by 2% over previous years of 11th graders.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Guidance Counselor will leverage outside programs such as College Now and transfer schools to enhance and expand credit opportunities Use advisory Crew time to increase student understanding of credit accumulation and what it takes to master learning targets at marking period intervals The Instructional Guide will develop a crew-based intervention system at regular intervals within the semester</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Leverage crew time to provide academic advisement with accurate information on student mastery within courses. Crew advisers contact home when interventions are needed. Guidance Counselor and Instructional Guide salary supported by Tax Levy and IDEA funds.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Credits awarded at the end of term one Progress reports at marking periods give indicators of credit accumulation
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 2. Overall student attendance in the 2010-2011 school year will increase by 2% over the 2009-2010 school year.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Main office staff will improve contact information for regular calls and post cards home by requesting demographic information at every occasion. Attendance incentives by for students and crews. Attendance team meets weekly to discuss attendance problems. Designing peer intervention opportunities among friends and groups of students with the goal of improving each others' attendance.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Prizes purchased for attendance incentives using Title 1 funds. Time allotted for staff to participate in attendance team meetings weekly as part of Circular 6R.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> YTD attendance numbers Reports on working phone numbers from autodial system Record of crew-based conversations with students through Impact comment system ILOG records

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. Parents will be contacted at least once per month throughout the school year by Crew Advisors and/or Main Office staff.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Collect contact information (cell phones, emails) from parents and families at PTA meetings Begin to contact parents and families via convenient numbers Begin to use email and text messages to contact parents and families. Increase person to person contact for VPA events and information. Plan PTA meetings that address parents' interests and needs</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>PTA person-hours to collect numbers and call home. Autodial / auto-text system to contact parents paid through Title 1 funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> PTA sign in sheets show increased parental involvement IMPACT registers and records an increase in successful parental contact Parent emails show confirmation of receipt PTA cabinet increases time spent contacting parents</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	60	60	40	40	14	6	20	10
10	60	60	40	40	24	6	24	12
11	60	60	40	40	12	8	22	14
12	60	60	40	40	14	12	26	22

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Reading and writing activities are built into each subject area to support student literacy. Regents prep classes are offered before each Regents Exam. Literacy based intensives are offered twice a year to assist students in skill growth and mastery of learning targets. Independent study work is offered to qualifying students to assist with mastery of learning targets and standards. Small-group American Literature prep classes are offered to 11th and 12th grade students within the school day.
Mathematics:	<input type="checkbox"/> Regents prep classes are offered before each Regents Exam. Math-based intensives are offered twice a year to assist students in skill growth and mastery of learning targets. Independent study work is offered to qualifying students to assist with mastery of learning targets and standards. Small-group algebra prep classes are offered within the school day.
Science:	<input type="checkbox"/> <input type="checkbox"/> Validus offers students science tutoring before and after school. Science material is often integrated with other core subjects in interdisciplinary work. Science-based intensives are offered twice a year to assist students in skill growth and mastery of

	<p>learning targets.</p> <p>Independent study work is offered to qualifying students to assist with mastery of learning targets and standards.</p> <p>Small-group living environment classes are offered within the school day.</p>
Social Studies:	<p><input type="checkbox"/> Social studies-based intensives are offered twice a year to assist students in skill growth and mastery of learning targets.</p> <p>Independent study work is offered to qualifying students to assist with mastery of learning targets and standards.</p> <p>Social studies material is often integrated with other core subjects in interdisciplinary work.</p> <p>Eleventh grade students take eight periods of global studies each week to better prepare for the regents exam.</p> <p>Prep classes in US history are offered within the school day.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> The guidance counselor meets with at risk students, evaluates their behaviors, and meets with students for regular counselling sessions. Group and individual counselling are available. Depending on the level of risk, some students may be asked to seek outside counselling as well.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> VPA has a part time school psychologist who is responsible for the evaluations of all special education students who are in need of triennials and initial evaluations. All level one and two students are receiving AIS in all areas of eligibility, including mental and health services.</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> The social work meets for regular counselling sessions in a group or individual setting with at-risk students.</p>
At-risk Health-related Services:	<p><input type="checkbox"/> Validus has a full time nurse who will monitor any students with health related issues.</p>

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 47

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 1-Part time speech teacher

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School District : 9

Type of Program: ESL

School Building: Bathgate Campus

LEPs Served 2010-2011: 47

School Principal: Brady Smith

Principal's Signature: _____

Language Allocation Policy

ELL Identification Process

1. Students who are newly enrolled into the New York City school system are screened as per the NYS LEP Identification Process: HLIS is filled out during interview in English and home language; if language spoken at home is other than English, student is assessed with the LAB-R, scheduled for services and administered the NYSESLAT in the spring. If the student's home language is English, no testing is administered. If the student scores proficiently on the LAB-R, no services are provided. Students are administered the NYSESLAT until they achieve proficiency. Sara Rivera, the parent coordinator, conducts interviews. She is trained in all language identification procedures and is English/Spanish bilingual. Carolina Alberico and Nancy Martinez conduct all consequent testing and are both certified ESL teachers and trained to administer all necessary tests.

2-3. Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and ESL teachers are available for questions and they screen an informational video. Attendance and return rate of surveys have been traditionally low. Interventions to help improve these statistics include scheduling meetings along with the PTA, and offering food, Metrocards and child care to attendees. If a form is not returned, phone calls are made home, students are reminded to bring them back, and as much contact is made with the parent as possible. If a form is not returned, the default program for ELLs is Freestanding ESL as per CR Part 154.

4. The only program offered at Validus Preparatory Academy is Freestanding ESL. As a small school, we do not have the resources to provide other programs. The ESL department does its best to communicate this to parents in English and Spanish so that they can make the best decisions for the education of their children. If a program that a parent chooses is not available at our school, we do our best to find a

placement to suit the child. If a majority of parents opt into a program that is not offered, as a school we would implement the program to satisfy parent desires. Continued Entitlement Letters also notify parents of their right to choose.

5. This year, one parent survey was returned and the preference was Freestanding ESL.

6. Since parents do not often return the surveys, program models are based on what we can do best with the staff and schedule we have in place at school. If parents chose alternate programs that are not offered, we would do our best to accommodate their requests or help them find a placement where they would be satisfied.

Programming and Scheduling Information

1-4. Validus uses a freestanding ESL model via co-teaching and sheltered teaching to support English Language Learners' (ELLs) acquisition of English. ELLs' language proficiency is measured annually via the New York State English as a Second Language Assessment Test (NYSESLAT).

ELLs in the 9th grade are grouped heterogeneously in three 9th grade sections. For four periods of the day, 9th graders have block scheduling where they rotate to different integrated subject classes. During this time, an ESL teacher is co-teaching based on regents culminating courses, and pulling-out to provide literacy support. ELLs in the 9th grade are also scheduled for an ESL period 5 days a week.

ELLs in the 10th grade are programmed heterogeneously with non-ELLs and former ELLs in all subjects. ELLs in the 10th grade are programmed in an ELA class where a certified ESL teacher co-teaches with the general education ELA teacher. ELLs in the 10th grade receive services during this period four times a week, and also receive services during an additional period five times a week where reading, writing, speaking and listening strategies are practiced.

ELLs in the 11th grade are programmed heterogeneously in all subjects. ESL students are co-taught four times a week in a their Global History class with a general education teacher and an ESL teacher. ELLs in the 11th grade also receive a resource period four days a week and are scheduled for an ESL period five days a week.

ELLs in the 12th grade are serviced by an ESL teacher during a block period similar to the 9th grade and receive an ESL period five days a week.

Self-contained ELLs are scheduled for two periods of ESL a day.

In short, 9th grade beginner ELLs are serviced for thirteen (42) minute periods a week. 9th, 10th, 11th and 12th grade intermediate ELLs are serviced for at least nine (42) minute periods a week. 9th, 10th, 11th and 12th grade advanced ELLs are serviced for at least five (42) minute periods a week.

As for native language support, 9th, 10th, 11th and 12th grade students attend Spanish classes in different capacities based on Regents scores. All classes are taught in English, except Spanish class, which is taught in Spanish and English. ELLs also have the opportunity to take a Spanish Regents exam to earn additional credits for Spanish. A Native Language Arts class is being offered to students whose schedules allow. One ESL teacher is also bilingual in English and Spanish. We provide students with support materials as needed in their native languages.

Below is a breakdown of how CR PART 154 requirements are met.

Programming for 9th, 10th, 11th and 12th Grade ELLs to Satisfy CR PART-154

	PROFICIENCY LEVEL		
	Beginner	Intermediate	Advanced
Co-teaching and sheltered instruction	(13.5 classes/week) x (40 minutes/class) = 540 minutes/week	(9 classes/week) x (40 minutes/class) = 360 minutes/week	(5 classes/week) x (40 minutes/class) = 200 minutes/week
Total minutes/week	540 minutes/week	360 minutes/week	200 minutes/week
Required minutes/week	540 minutes/week	360 minutes/week	180 minutes/week

Co-teaching support, and sheltered instruction focus on implementing several teaching strategies that are proven best practices for ELLs. Content area instruction is focused according to grade level Regents needs. Strategies for support include:

- To be sensitive to and value students' cultures and languages, and encourage teachers to draw on these founts of knowledge.
- To conduct ongoing formative language assessment to inform instructional choices and guide individual support when necessary.
- To model the use of a wide range of print, visual, and digital resources to provide multiple entry-points into the key concepts of a lesson.
- To heighten the awareness of other educators to the ways small group task-oriented and information-gap activities structure ELLs' acquisition of social and academic English.
- To implement protocols for asking clarifying questions. This may include partnering each ELL with a non-ELL or former ELL that is proficient in the classified ELL's primary language.
- To provide sheltered instruction, ensuring ELLs find content accessible and tasks achievable.
- To differentiated instruction (content and skill level) so students at various proficiencies can simultaneously be engaged in class work.
- To provide multiple opportunities for ELLs to express their knowledge (verbally or written).
- To incorporate multiple content areas into the classroom to help all ELLs access the information, particularly through the use of art.

Currently there are no SIFE students attending Validus. We have Rosetta Stone software to use, should we receive any. This software would help us level the students, and would be a good jumping off point for instruction. We would also work to ensure these students can catch up as quickly as possible by providing more specialized pull-out services.

In addition to these strategies, we also use techniques specific to certain subgroups. For newcomers, we focus on cognates, high frequency words and simple sentence production. Total Body Response is often used, as well as using multiple visual prompts and graphic

organizers. Technology such as Rosetta Stone is also utilized to help support language acquisition. Newcomers are also provided with support from fellow classmates and staff members who speak their native language. Buddies are assigned to newcomers to make their transition into Validus as smooth as possible.

For ELLs receiving 4-6 years of services, we concentrate on improving academic language so that students can be self-sufficient in the classroom. Co-teaching services are provided, as well as multiple periods a week of resource to help support students to acquire English.

The focus with Long Term ELLs is to practice literacy skills and to build language skills through alternate methods, such as theater. Students are invited to attend theater performances throughout the year, and complete pre and post-theater activities that include reading, writing, speaking and listening. Our school also provides Title III support to Long Term ELLs. The Title III program focuses on improving language in all modalities through theater. Students attend and design performances. Last year (2009/10) was the second year implementing the program, and the results were positive. We are looking forward to more improvement this year. In addition, LTEs are encouraged to seek out additional time with ESL teachers to work on improving language skills. Targeted Regents instruction and NYSESLAT prep is also provided for LTEs. LTEs are also grouped heterogeneously with non-ELLs and former ELLs so that they are surrounded by positive language models. Assignments are differentiated for LTEs to enhance language acquisition without sacrificing content.

Special needs ELLs are serviced in small groups and larger classroom settings with general education ELLs. Special needs ELLs are integrated as often as possible into the mainstream classroom to foster positive social language skills, as well as academic.

All ELLs are provided with as much Native Language support as is possible while keeping staffing and scheduling conflicts in mind. Students are programmed in NLA classes on a semester to semester basis. They receive NLA support that focuses on literacy strategies in native language texts. The support also focuses on native culture.

All ELLs are scheduled so that they receive the mandated hours of ESL services and content instruction and sometimes more. To ensure this, students are usually scheduled for ESL services during elective or credit recovery periods. Otherwise, the ESL teachers co-teach with content teach so that all students receive the proper amount of units. Beginners are also given sheltered instruction during additional ESL periods.

Units of Instruction Received by ELLs

	ESL Units	ELA Units	His. Units	Sci. Units	Math Units
Beg	3	1	1	1	1
Int	2	1	1	1	1
Adv	1	1	1	1	1

. Targeted interventions for ELLs occur in all subject areas on a needs basis. Saturday Academy is offered 7 weeks out of the year for targeted Regents support, where a certified ESL teacher is present. During the school day, students are grouped with ELLs and non-ELLs to receive vocabulary and skills support for all subjects five periods per week. Title III is extended to all ELLs who choose to participate. Students who have reached proficiency on the NYSESLAT are scheduled as often as possible into classes that receive co-teaching services. They also continue to receive testing modifications, such as extended time and translations for two years after achieving proficiency. These students are also eligible to attend any additional support services they would like or require. New programs and improvements that will be considered for the upcoming school year are modifying the Title III program to reach even more ELLs. This will be achieved by taking student surveys to see what students prefer from the program and implementing those changes as best as possible. We would like to improve our use of technology by utilizing SMART boards, and using language learning software on student laptops.

At this point, no services will be discontinued in the coming year.

ELLs are invited to participate in all extracurricular and after school programs. In fact, ELL participation is quite high. ELLs are integrated members of the baseball team, the cross country team, the basketball team, drama club and partnership programs that our school is involved with, including MCC Theater's youth education program and a snowboarding club funded through Burton. Services such as Title III are offered specifically to ELLs and have helped increase literacy among the group that has chosen to participate. All teachers encourage all students to get involved with after school programs, and students, including ELLs, are eager to do so.

10.

- o Our school has multiple laptops available for student use. These computers are often utilized by ELLs to help develop their computer proficiency while supporting their language acquisition.
- o Rosetta Stone software is installed on student computers. Students use this software to practice and enhance their English Language skills.
- o Students use NYSESLAT preparation books to help familiarize them with the test so that they can all be successful on the exam.
- o Grade level appropriate materials are used to help students improve their writing skills.
- o The ESL department is provided with its own LCD projector so that information can be projected for students to read as they're hearing it.
- o SmartBoards are installed in all classrooms to aid in ESL instruction.
- o Native Language and English Language books on tape are available.
- o Libraries are stocked with books on multiple levels to appeal to all proficiency levels.
- o Through a grant, theater is incorporated into the curriculum with the help of professional teaching artists.

11. Our students have a range of literacy skills in their home languages. This is reflected in the range of scores on Reading, Writing, Listening, and Speaking subtests of the LAB-R and NYSESLAT. After analyzing these scores, we have determined that reading strategies are of utmost importance, and these are being especially emphasized in the ELA sections taught by ESL certified teachers, as well as during the push-in ESL periods and NLA classes. Native language support is offered through Spanish classes where literacy is the focus. Translated materials are used whenever possible. Also, students are encouraged to maintain their home languages by talking with each other in native languages and writing assignments in native languages when appropriate. Tests, such as the Regents, are offered in multiple languages.

12. All required services and support correspond to ELLs ages and grade levels. ELLs are grouped by grade level whenever possible, as well as by proficiency level. Work is simply adapted, not "watered down" for ELLs to understand.

13. Validus offers many Jump Start programs before school begins to help students become acclimated with their new school environment and to help them get a head start on academic material. One orientation method we use is inviting newly enrolled students to visit the school in the spring before they attend. Tours of the school are given and teachers and students are available to answer questions. Also, orientations and classes are held prior to the beginning of each school year where students can attend and get to know each other while also getting a head start on academic material. Validus also encourages all of its newly enrolled students to attend a wilderness retreat through NYC Outward Bound. This retreat is taken in small groups of students chaperoned by teachers and wilderness leaders. This fosters teacher and student relationships to be built and helps students feel like a team while practicing our school's character traits of commitment, compassion, collaboration and responsibility.

14. Language electives offered to ELLs include Spanish, and last year a week-long intensive course on Chinese was offered.

Professional Development and Support for School Staff

1-3. Ms. Carolina Alberico (ESL teacher) has attended many professional development courses, including the High School Institute, Reading I and Writing I offered by Outward Bound, Integrating Art and Literacy for ELLs through MoMA, multiple sessions offered through Bronx BETAC and NYC DOE, and NYSESLAT training courses. Ms. Nancy Martinez (ESL teacher) has also participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. Outward Bound provides a school model we're currently implementing called Expeditionary Learning (EL). In their words, "EL is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork." They offer a hands-on philosophy of education and put theory to practice by facilitating cross-curricular design meetings as well as professional development workshops that promote among other things, ELL best practices.

Carolina Alberico, along with Laura Turner (Special Education teacher), was also chosen to present a Master Class at the NYC Outward Bound National Conference on best practices for differentiating in the ESL and Special Education classroom.

Content teachers are encouraged to attend QTEL professional development workshops tailored to the content areas they teach.

Finally, best practices for ELLs are intermittently turn-keyed during in-house professional development meetings and during common planning meetings on Wednesday afternoons. The ESL teachers also have a Professional Development period built into their schedules for other teachers in the school to get individualized assistance in implementing ESL methodologies into their practice. The ESL teachers are also available via email or general preps to provide support to classroom teachers.

These efforts combined would satisfy the 7.5 hours of mandated PD for teachers.

Parental Involvement

1-4. Validus has several procedures in place to ensure parents of ELLs are involved in the school culture. Frequent communication about school policies, news, and events is translated. Several staff members are fluent in Spanish and are utilized when teachers need to speak with parents. Certified translators are hired for parent teacher conferences and other school events. Our bilingual parent coordinator actively involves parents in the school culture.

Parents are also included throughout the year in activities and parent involvement initiatives. The ESL department invites parents on Title III funded activities, such as trips to see Broadway and Off-Broadway shows, and is also launching a parent tutorial on Saturdays where parents can come and improve their own English.

Moreover, the staff seeks information about parents' lives (e.g., cultural heritage, socio-economic background, literacy level, and household composition). Teachers listen to parents concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family.

Parents are also invited to the school once each semester to participate in Student-Led Conferences. During these conferences, students showcase work they have done throughout the semester and highlight how they have achieved specific learning targets. At these conferences, parents, teachers and students engage in conversations about how everyone's needs are being met and what adjustments can be made.

Reviewing and Analyzing Data

1-2. The data suggest that we need to focus instruction on reading and writing strategies and also make sure all the beginners receive the support they need. This will take place across curriculum with the help of all content area teachers. Foremost, the data suggests that our ELLs are diverse in multiple ways. They have a range of language profiles (1st and 2nd language literacies in the four modalities), immigration histories, and speak Spanish and Twi, among other languages, at home. This diversity informs several program objectives that are modeled and promoted by the ESL and general education teachers via formalized common planning time and weekly Wednesday afternoon professional development sessions.

Proficiency levels don't follow much of a pattern across grade levels. Since students have such different histories and backgrounds, their proficiency levels reflect their diversity instead of revealing patterns. However, what has been noticed is that students most often struggle with the reading and writing modalities, therefore, instruction is focused on improving those two skills.

Program Objectives

- o To raise teachers' awareness to the sequence of language acquisition of ELLs (e.g., Basic Interpersonal Communication Skills, Cognitive Academic Language Skills, receptive versus productive language skills).
- o To offer strategies to promote the acquisition of academic English.
 - o Expose students to academic texts in all core content classes.
 - o Direct students attention to features of academic texts (persuading, arguing, hypothesizing, etc...)
 - o Methods for providing students with specific feedback concerning their use of academic English. For example, revising with a narrow purpose such as ideas, organization, or word choice. Also, in the publishing phase, using targeted error analysis to raise students' awareness to certain careless mistakes, while also recognizing that some errors signal an attempt to use more sophisticated language.
- o To look at student work, along with linguistic performance, as indicator benchmarks.
- o To then set realistic, challenging and clear expectations for our ELLs to demonstrate both learning through English and learning of English.
- o To model methods of routinely amplifying, rather than simplifying, key concepts or vocabulary (e.g., providing visual examples, non-examples, restating through synonyms, antonyms, gestures, diagrams or pictures).
- o To model methods for formal vocabulary instruction (focusing on depth rather than breadth: learning 7-10 carefully chosen words that are essential to the content rather than lists of 20 or more. Building understanding of the vocabulary and associated concepts over time via diagrams, pictures, word banks, synonyms, antonyms, and personal connections).
- o To model literacy strategies and thinking strategies for priming ELLs for reading, moving them through reading and making meaning after reading.
- o To consider, when it is appropriate, to allow students to use their primary language in class.
 - o Some research suggests literacy skills such as sound/letter relationships and directionality in the primary language presuppose those same skills in the target language. Moreover, once those skills are developed in the primary language, they quickly transfer to the target language. This suggests that time can be saved by developing early literacy skills in the primary language before expecting them in the target language.
 - o Some students have a wealth of background knowledge which can be efficiently tapped by using native language materials at key moments in a sequence of learning experiences.
 - o Student frustration may be relieved if the native language is occasionally used to help the student complete a task, clarify a point, or respond to a question.

- o To make use of students' cultural knowledge in academic classes, thereby bridging their learning from the known to the unknown.
- o To continue the use of technology in the classroom through the use of software, such as Rosetta Stone.
- o To incorporate content from other areas, including art. Through the use of art linked with literacy, ELLs are given a more broad opportunity to prove their learning while expressing creativity.
- o To use small classroom settings whenever possible to provide more individualized attention.

Second, within the diversity displayed in the data there are a few noteworthy trends. There are more students that speak Spanish at home who are no longer ELLs than those who are currently ELLs. The linguistic and cultural expertise of these students will be optimized by partnering ELLs and non-ELLs who are both fluent in the same primary language. These partnerships, as well as our bilingual staff, provide an active support system for our Spanish speaking ELLs.

Also, many students are considered "long-term ELLs." These students, who may have struggled to acquire English, while also learning through English, may not fully grasp some key academic concepts addressed in previous curriculum. Similarly, students who have attended schools in other countries may not have the background knowledge from which their native English speaking peers benefit. For this reason, the resource period ESL classes for beginner and intermediate level ELLs will have a two pronged objective of providing academic language support (reading and thinking strategies, features of academic texts, focused feedback to student writing) while also building core English language skills. Long-term ELLs, as well as recent immigrants, will benefit from a curriculum that bridges students' knowledge through document analysis and inquiry based learning activities. Long-term ELLs also receive Title III funds to support language development through theater arts.

Fourth, a selection of ELLs in 11th and 12th grade who have not yet passed the Math A Regents will benefit from an inquiry based Math Literacy course. The course will target student misconceptions and clarify them through guided inquiry based learning activities. Like in all subject areas, content objectives will be paired with language objectives. A special focus will be given to essential math vocabulary and guiding student responses from highly contextualized observations toward decontextualized generalizations, via carefully sequenced learning experiences.

Finally, a few of our ELLs do not come from a Spanish speaking background and may have unique language learning needs and abilities. We will address these on an as-needed basis.

3. Our students have a range of literacy skills in their home languages. This is reflected in the range of scores on Reading, Writing, Listening, and Speaking subtests of the LAB-R and NYSESLAT. After analyzing these scores, we have determined that reading and writing strategies are of utmost importance, and these are being especially emphasized in the ELA sections co-taught by ESL certified teachers, as well as during the sheltered ESL periods and NLA classes. Since we are a Freestanding ESL school, most assessments are given in English, but students may answer in Spanish if they choose.

Regents data suggest that the ELLs are struggling in Global, and need a bit more support in Living Environment. The Math A scores were consistent with the school average. Co-teaching support will be concentrated in subject areas that culminate with a Regents exam. Also, students proved to prefer taking the exams in English rather than their native languages, but were able to use both exams to aid them, as well as a translation dictionary. Oral translators are used for students who speak languages in which the Regents exams are not available.

In addition to Regents and NYSESLAT data, regular interim assessments are also administered to students. Once these tests are scored, the data is plotted and analyzed. Inquiry teams study this data and design interventions, such as the ones described above, to help improve student achievement. Each ESL teacher is a member of an Inquiry Team.

As part of our Comprehensive Education Plan for the coming school year, we will do the following:

- o Program required ESL/ELA minutes of instruction for all ELLs based on their performances on the LAB-R and NYSESLAT (Beginner, Intermediate, and Advanced).
- o Ensure teachers are credentialed in self-contained ESL and content area specialties.
- o Provide an ongoing, intensive staff professional development in ESL strategies.
- o Provide common planning periods for ESL and core academic content teachers.
- o Rosetta Stone software, to help students acquire language more quickly and at their own pace, as well as to help students who are frequently absent. The software would also target students struggling with pronunciation.
- o Emphasize literacy throughout the curriculum through our Expeditionary Learning practices.
- o Incorporating media and audio components in the classroom.
- o Providing multiple entry points to suit students of all levels (gallery walks, differentiated readings, etc.)
- o Incorporating art into the classroom.

5. The success of our programs for ELLs is based on multiple data points, including graduation rates, NYSESLAT and Regents passage rates and progress reports. Our school gives very specific progress report feedback after each marking period so students and teachers can see exactly where students are struggling. This information is analyzed and student needs are addressed. A majority of students improved their proficiency levels on the NYSESLAT this year.

ELL success is also measured by how involved the ELLs are in the school and outside community. This year, we have an ELL participating in a youth theater group outside of school, another ELL taught English and theater on a Fulbright Scholarship in Korea recently and multiple ELLs participate in sports and clubs.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

School District : 9

Type of Program: ESL

School Building : Bathgate Campus

LEPs Served 2009-2010:42

School Principal: Brady Smith

Principal's Signature: _____

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

I. Instructional Program for ELLs

Validus uses a freestanding ESL model via push-in and pull-out to support English Language Learners' (ELLs) acquisition of English with sheltered ESL instruction incorporated. All instruction is done in English, with the exception of a Native Language Arts class available to some ELLs. Instructional strategies include differentiation through culminating projects that span ability levels, as well as group activities and heterogeneous student groupings. The school has two certified ESL teachers hired to serve 55 students. Materials to aid students include translation dictionaries, laptop computers and language acquisition software to suit different levels of proficiency. The department meets mandates as illustrated in the following chart.

Programming for 9th, 10th, 11th and 12th Grade ELLs to Exceed CR PART-154

	PROFICIENCY LEVEL		
	Beginner	Intermediate	Advanced
Push-in and sheltered instruction	(13.5 classes/week) x (40 minutes/class) = 540 minutes/week	(9 classes/week) x (40 minutes/class) = 360 minutes/week	(5 classes/week) x (40 minutes/class) = 200 minutes/week
Total minutes/week	540 minutes/week	360 minutes/week	200 minutes/week
Required minutes/week	540 minutes/week	360 minutes/week	180 minutes/week

Validus uses an Expeditionary Learning approach, with cross-curricular content. This helps ELLs make connections across subject areas to further support their language development. ELLs can also seek support during a Language Lab period once a week and after school support services during Extended Time, in addition to their mandated hours.

ELLs have the opportunity to participate in a number of extracurricular activities, including intramural basketball, debate team, cross country team, and the baseball team. We also have a wrestling team, dance team and yoga club. These activities are open to all members of the student body, and normally hold practice after school. ELLs actively participate in all activities.

Instruction is differentiated based on NYSESLAT and Regents data for ELLs, as well as ongoing formative assessments given by ESL teachers. Multiple learning styles are also appealed to by instructors through the use of computers, video, reading and performance. Readings are given to suit readers on many different levels, and writing assignments are designed to support learners on all levels, as well.

II. Parent Community

Parents are involved in the school community through orientations and events held at the school. Phone calls home are frequently made to make parents aware of upcoming events, and mailings are often sent home, with translations. Parents are also in strong attendance during

Student Led Conferences, where students present work they've competed throughout the semester to a group of panelists, including their parents and teachers.

Reaching out to the community is something our school does often. We plan many outside trips to facilitate learning. The ESL teachers also often plan learning experiences outside the building to help ELLs become familiar with the community. The school has many community partnerships that all students benefit from.

III. Project Jump Start

Prior to the first day of school, students are invited to multiple orientations at the school, starting the year prior to attendance. Potential ELLs are invited to all school community events leading up to their enrollment at Validus. New LEP students also receive a diagnostic exam to determine their appropriate skill level in reading, writing, speaking and listening. They work one-on one or in small groups with the ESL instructor.

IV. Staff Development

The ESL teaching staff participates in a variety of professional development events, including *Creating Exemplary Programs for ELLs in Small High Schools*, which took place February 26, March 11, April 15, and May 20th, 2008 at the UFT Center in Manhattan. Staff has also attended sessions offered through Bronx BETAC. Two years ago, an ESL teacher attended the Expeditionary Learning National Conference to learn about ESL practices in Expeditionary Learning schools, among other topics, and last year that same teacher presented on best practices for ELLs at the same conference.

On top of the National Conference, Outward Bound Expeditionary Learning offers many professional development experiences throughout the year, which are often attended by ESL instructors. These include diversity training, and workshops on teaching literacy. NYSESLAT training is also a component of staff development. The school also provides Friday afternoons for common planning and professional development. Outside developers sometimes come to the school to offer support and workshops. Teachers also have time to plan with each other, or turnkey specific sessions they have attended. ESL teachers also sometimes run professional development sessions at the school to share best ESL practices, and offer a P.D. period each week for teachers seeking additional support. Staff development for ESL instructors is wide and varied, with many opportunities.

V. Title III, Part A LEP Program

Title III funds are used to support long-term ELLs through a theater arts based program. The program ran last year with great success, with all participating ELLs moving up a level on the NYSESLAT. The program continues to run this year on a greater scale and hopes to achieve even better results.

Section III. Title III Budget

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School: Validus Preparatory Academy
BEDS Code: 320900011263

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) - Per session - Per diem	6,000	<input type="checkbox"/> After school ESL classes for students Saturday ESL Classes for parents
Purchased services - High quality staff and curriculum development contracts	7000	<input type="checkbox"/> Theatre Tickets, work with MCC on curriculum
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2000	<input type="checkbox"/> Costs of play production (costumes, sets, etc.)
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> n/a
TOTAL	9000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parent surveys are conducted in both Spanish and English.

Home language preferences are solicited and recorded at PTA meetings, student led conferences, meetings, and school celebrations.

Student information about home language preferences are recorded and analyzed.

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

Currently, the majority of VPA parents are comfortable communicating with the school in English. There are also a sizable number of parents that prefer communication in Spanish. Communication in Farsi has also been requested by parent representatives in the Validus community.

These findings were reported to school staff in an all staff meeting.

Part B: Strategies and Activities

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

School communication, important documents, parent surveys, and permission forms are translated by bilingual staff within our school.

Parents are provided with written communication in multiple languages to ensure that all parents are being reached.

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

Bilingual staff work to provide parents with careful, clear translation when necessary.

Headsets are provided to Spanish speaking parents during PTA and school meetings.

Outside services are contracted when necessary.

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

Bilingual staff will provide fully translated communication to parents on all important documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	273,615	237,865	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	2736		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13681	*	
4. Enter the anticipated 10% set-aside for Professional Development:	27361	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



TITLE 1 SCHOOL PARENTAL INVOLVEMENT POLICY
VALIDUS PREPARATORY ACADEMY

I. General Expectations

Validus Preparatory Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Validus Preparatory Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - a. All parents will be given the opportunity to be involved in the School Parental involvement Plan by communicating the school’s intent through letters and telephone contacts.
 - b. All parents will be encouraged to participate in parent-teacher association meetings through monthly meetings.
 - c. Parents will be invited to periodic parental workshops in the school and the Region.
 - d. Teachers encourage parents to join the P.T.A or to volunteer during parent conferences.
2. Validus Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - a. As part of the School Leadership meetings, the parent constituents will communicate any school review or improvements discussed at the meetings with all the parents through telephone and mail contacts.
 - b. During P.T.A meetings, members of the School Leadership Team will be informed of upcoming meetings.
 - c. Mailing single sheets of information instead of packages so that parents can remember important dates.
3. Validus Preparatory Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - a. Parents will be contacted after each of six marking periods, should the student fail a major subject.
 - b. Students will be able to receive academic support through extended time and after school tutoring.
 - c. Parents will receive updated promotional requirements for graduation and grade promotion.
4. Validus Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - a. Student Book Club
 - b. N.Y.U. Partnership Program
 - c. N.Y.U. Mentorship
 - d. P.T.A. Meetings

e. E.L.O.B Parent Involvement Force

5. Validus Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
- a. The evaluation will be conducted through feedback received from parental surveys. These surveys will be given to all parents at parent-teacher conferences, P.T.A. meetings, and parent workshops.
 - b. The P.T.A, staff and students will conduct and write the survey.
 - c. Parents will be allowed to attend a series of meetings led by the P.T. A. which will describe the results and follow-up of the parent surveys.
6. Validus Preparatory Academy will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)The aforementioned will be provided through parent workshops at the Region and school, and through the use of flyers.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - i. Attendance Improvement classes for parents of truant students
 - ii. Computer literacy classes for parents
 - iii. Resources for the parents in their community for literacy and GED classes.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

- i. Telephone contacts
- ii. Written notifications
- iii. Parent-teacher conferences
- iv. Attendance at P.T.A. meetings

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

- i. Frequent contact by the parent coordinator via telephone contacts and letters send home.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- i. All telephone and mail contacts will be provided in Spanish and English
- ii. A translator will be provided at all parental meetings including the parent-teacher conferences and PTA meetings.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact :

Validus Preparatory Academy , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school

and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

School Responsibilities

Validus Preparatory Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. There will be a cap of 28 for class size.
 - b. Students will be offered academic support through small group intensives (10:1) for 150 minutes per week.
 - c. Students will be provided with a safe environment that is free of obstacles that impede learning such as bullying or fighting.
 - d. Teachers will receive professional development through regular meetings with the instructional support staff.

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Parents will be make appointments with specific teachers in order to discuss the progress of their child.
 - b. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities when this is discussed with set teacher and principal ahead of time.
 - c. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - d. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - e. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - f. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 - g. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - h. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- i. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- j. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways: [Describe the ways in which parents will support their children’s learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child’s classroom.
- o Participating, as appropriate, in decisions relating to my children’s education.
- o Promoting positive use of my child’s extracurricular time.
- o Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - The vast majority of VPA students are eligible for Academic Intervention Services. See previous needs assessment for further information.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Remediation opportunities include after-school tutoring, intensives, Saturday Academy, extended time, and regents prep courses offered within the school day.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - We offer extended time, split schedule courses, and end of term Saturday Academy classes.
- o Help provide an enriched and accelerated curriculum.
 - Student performance is based on mastery of standards. High-performing students have multiple opportunities to accelerate learning, including extra-curricular clubs, enrichment intensives, fieldwork, college preparatory classes, and advanced placement courses.
- o Meet the educational needs of historically underserved populations.
 - Our students come from a historically underserved population and our curriculum, developed through Expeditionary Learning core principles, is designed to meet their needs. Varied instructional strategies and educational experiences work to meet the needs of all learners.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - All students have access to a full-time Guidance Counselor and Social Worker, a pupil personnel worker, three attendance outreach staff, mentors from NYU, GearUp, Summer Search, BuildOn, and receive significant college prep curriculum in advisory and through partnerships with various colleges.
- o Are consistent with and are designed to implement State and local improvement, if any.
 - All opportunities support state and local improvement efforts.

3. Instruction by highly qualified staff.

- 100% of our staff are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- All staff receive weekly p.d. within school as well as regular p.d. from our partner organization.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Teacher recruitment is done in partnership with NYCOB and DOE.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parent workshops are offered monthly.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers engage in assessment design and analysis that informs instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Every progress report is analyzed in Crew and each student develops an action plan. Intensive remediation occurs twice a year. All teachers have received training on tools that provide information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Several programs are coordinated at school. Title III is coordinated by our ESL Coordinator. We offer four years of health courses that support nutrition education.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)		Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		Check(x)	
Title 1 SWP	Federal	X			X	\$237,615	13, 14
Title 1 ARRA SWP	Federal	X			X	\$237,865	

Title 3 Immigrant	Federal	X			X	\$6342	
Title 3 LEP	Federal	X			X	\$8658	
Tax Levy	State	X			X	\$1,523,562	14

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

4

2. Please describe the services you are planning to provide to the STH population.

Multiple opportunities to attend before school and after school tutoring to ensure that a safe place is provided to complete all schoolwork and homework.

Extracurricular activities are offered before and after school.

Crew teachers and Wellness Center staff provide a safe place for students to speak about personal challenges and struggles.

The College Planning Team provides opportunities for students to find grants and scholarships to ensure that college is an option for all students.

School breakfast and lunch programs provide balanced nutrition.

VPA provides frequent opportunities for parents to visit our school.

The VPA attendance team works to frequently update contact information for each student.

Teachers provide sufficient materials for students to complete all required assignments.

Students may access school computers with teacher supervision after school.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_09X263_110810-123143.doc

School District: 9

Type of Program: ESL

School Building: Bathgate Campus

LEPs Served 2010-2011: 47

School Principal: Brady Smith

Principal's Signature: _____

Language Allocation Policy

ELL Identification Process

1. Students who are newly enrolled into the New York City school system are screened as per the NYS LEP Identification Process: HLIS is filled out during interview in English and home language; if language spoken at home is other than English, student is assessed with the LAB-R, scheduled for services and administered the NYSESLAT in the spring. If the student's home language is English, no testing is administered. If the student scores proficiently on the LAB-R, no services are provided. Students are administered the NYSESLAT until they achieve proficiency. Sara Rivera, the parent coordinator, conducts interviews. She is trained in all language identification procedures and is English/Spanish bilingual. Carolina Alberico and Nancy Martinez conduct all consequent testing and are both certified ESL teachers and trained to administer all necessary tests.

2-3. Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and ESL teachers are available for questions and they screen an informational video. Attendance and return rate of surveys have been traditionally low. Interventions to help improve these statistics include scheduling meetings along with the PTA, and offering food, Metrocards and child care to attendees. If a form is not returned, phone calls are made home, students are reminded to bring them back, and as much contact is made with the parent as possible. If a form is not returned, the default program for ELLs is Freestanding ESL as per CR Part 154.

4. The only program offered at Validus Preparatory Academy is Freestanding ESL. As a small school, we do not have the resources to provide other programs. The ESL department does its best to communicate this to parents in English and Spanish so that they can make the best decisions for the education of their children. If a program that a parent chooses is not available at our school, we do our best to find a placement to suit

the child. If a majority of parents opt into a program that is not offered, as a school we would implement the program to satisfy parent desires. Continued Entitlement Letters also notify parents of their right to choose.

5. This year, one parent survey was returned and the preference was Freestanding ESL.

6. Since parents do not often return the surveys, program models are based on what we can do best with the staff and schedule we have in place at school. If parents chose alternate programs that are not offered, we would do our best to accommodate their requests or help them find a placement where they would be satisfied.

Programming and Scheduling Information

1-4. Validus uses a freestanding ESL model via co-teaching and sheltered teaching to support English Language Learners' (ELLs) acquisition of English. ELLs' language proficiency is measured annually via the New York State English as a Second Language Assessment Test (NYSESLAT).

ELLs in the 9th grade are grouped heterogeneously in three 9th grade sections. For four periods of the day, 9th graders have block scheduling where they rotate to different integrated subject classes. During this time, an ESL teacher is co-teaching based on regents culminating courses, and pulling-out to provide literacy support. ELLs in the 9th grade are also scheduled for an ESL period 5 days a week.

ELLs in the 10th grade are programmed heterogeneously with non-ELLs and former ELLs in all subjects. ELLs in the 10th grade are programmed in an ELA class where a certified ESL teacher co-teaches with the general education ELA teacher. ELLs in the 10th grade receive services during this period four times a week, and also receive services during an additional period five times a week where reading, writing, speaking and listening strategies are practiced.

ELLs in the 11th grade are programmed heterogeneously in all subjects. ESL students are co-taught four times a week in a their Global History class with a general education teacher and an ESL teacher. ELLs in the 11th grade also receive a resource period four days a week and are scheduled for an ESL period five days a week.

ELLs in the 12th grade are serviced by an ESL teacher during a block period similar to the 9th grade and receive an ESL period five days a week.

Self-contained ELLs are scheduled for two periods of ESL a day.

In short, 9th grade beginner ELLs are serviced for thirteen (42) minute periods a week. 9th, 10th, 11th and 12th grade intermediate ELLs are serviced for at least nine (42) minute periods a week. 9th, 10th, 11th and 12th grade advanced ELLs are serviced for at least five (42) minute periods a week.

As for native language support, 9th, 10th, 11th and 12th grade students attend Spanish classes in different capacities based on Regents scores. All classes are taught in English, except Spanish class, which is taught in Spanish and English. ELLs also have the opportunity to take a Spanish Regents exam to earn additional credits for Spanish. A Native Language Arts class is being offered to students whose schedules allow. One ESL teacher is also bilingual in English and Spanish. We provide students with support materials as needed in their native languages.

Below is a breakdown of how CR PART 154 requirements are met.

Programming for 9th, 10th, 11th and 12th Grade ELLs to Satisfy CR PART-154

	PROFICIENCY LEVEL		
	Beginner	Intermediate	Advanced
Co-teaching and sheltered instruction	(13.5 classes/week) x (40 minutes/class) = 540 minutes/week	(9 classes/week) x (40 minutes/class) = 360 minutes/week	(5 classes/week) x (40 minutes/class) = 200 minutes/week
Total minutes/week	540 minutes/week	360 minutes/week	200 minutes/week
Required minutes/week	540 minutes/week	360 minutes/week	180 minutes/week

Co-teaching support, and sheltered instruction focus on implementing several teaching strategies that are proven best practices for ELLs. Content area instruction is focused according to grade level Regents needs. Strategies for support include:

- To be sensitive to and value students’ cultures and languages, and encourage teachers to draw on these founts of knowledge.
- To conduct ongoing formative language assessment to inform instructional choices and guide individual support when necessary.
- To model the use of a wide range of print, visual, and digital resources to provide multiple entry-points into the key concepts of a lesson.
- To heighten the awareness of other educators to the ways small group task-oriented and information-gap activities structure ELLs’ acquisition of social and academic English.
- To implement protocols for asking clarifying questions. This may include partnering each ELL with a non-ELL or former ELL that is proficient in the classified ELL’s primary language.
- To provide sheltered instruction, ensuring ELLs find content accessible and tasks achievable.
- To differentiated instruction (content and skill level) so students at various proficiencies can simultaneously be engaged in class work.
- To provide multiple opportunities for ELLs to express their knowledge (verbally or written).
- To incorporate multiple content areas into the classroom to help all ELLs access the information, particularly through the use of art.

Currently there are no SIFE students attending Validus. We have Rosetta Stone software to use, should we receive any. This software would help us level the students,

and would be a good jumping off point for instruction. We would also work to ensure these students can catch up as quickly as possible by providing more specialized pull-out services.

In addition to these strategies, we also use techniques specific to certain subgroups. For newcomers, we focus on cognates, high frequency words and simple sentence production. Total Body Response is often used, as well as using multiple visual prompts and graphic organizers. Technology such as Rosetta Stone is also utilized to help support language acquisition. Newcomers are also provided with support from fellow classmates and staff members who speak their native language. Buddies are assigned to newcomers to make their transition into Validus as smooth as possible.

For ELLs receiving 4-6 years of services, we concentrate on improving academic language so that students can be self-sufficient in the classroom. Co-teaching services are provided, as well as multiple periods a week of resource to help support students to acquire English.

The focus with Long Term ELLs is to practice literacy skills and to build language skills through alternate methods, such as theater. Students are invited to attend theater performances throughout the year, and complete pre and post-theater activities that include reading, writing, speaking and listening. Our school also provides Title III support to Long Term ELLs. The Title III program focuses on improving language in all modalities through theater. Students attend and design performances. Last year (2009/10) was the second year implementing the program, and the results were positive. We are looking forward to more improvement this year. In addition, LTEs are encouraged to seek out additional time with ESL teachers to work on improving language skills. Targeted Regents instruction and NYSESLAT prep is also provided for LTEs. LTEs are also grouped heterogeneously with non-ELLs and former ELLs so that they are surrounded by positive language models. Assignments are differentiated for LTEs to enhance language acquisition without sacrificing content.

Special needs ELLs are serviced in small groups and larger classroom settings with general education ELLs. Special needs ELLs are integrated as often as possible into the mainstream classroom to foster positive social language skills, as well as academic.

All ELLs are provided with as much Native Language support as is possible while keeping staffing and scheduling conflicts in mind. Students are programmed in NLA classes on a semester to semester basis. They receive NLA support that focuses on literacy strategies in native language texts. The support also focuses on native culture.

All ELLs are scheduled so that they receive the mandated hours of ESL services and content instruction and sometimes more. To ensure this, students are usually scheduled for ESL services during elective or credit recovery periods. Otherwise, the ESL teachers co-teach with content teach so that all students receive the proper amount of units.

Beginners are also given sheltered instruction during additional ESL periods.

Units of Instruction Received by ELLs

	ESL Units	ELA Units	His. Units	Sci. Units	Math Units
Beg	3	1	1	1	1
Int	2	1	1	1	1
Adv	1	1	1	1	1

5. Targeted interventions for ELLs occur in all subject areas on a needs basis. Saturday Academy is offered 7 weeks out of the year for targeted Regents support, where a certified ESL teacher is present. During the school day, students are grouped with ELLs and non-ELLs to receive vocabulary and skills support for all subjects five periods per week. Title III is extended to all ELLs who choose to participate.

6. Students who have reached proficiency on the NYSESLAT are scheduled as often as possible into classes that receive co-teaching services. They also continue to receive testing modifications, such as extended time and translations for two years after achieving proficiency. These students are also eligible to attend any additional support services they would like or require.

7. New programs and improvements that will be considered for the upcoming school year are modifying the Title III program to reach even more ELLs. This will be achieved by taking student surveys to see what students prefer from the program and implementing those changes as best as possible. We would like to improve our use of technology by utilizing SMART boards, and using language learning software on student laptops.

8. At this point, no services will be discontinued in the coming year.

9. ELLs are invited to participate in all extracurricular and after school programs. In fact, ELL participation is quite high. ELLs are integrated members of the baseball team, the cross country team, the basketball team, drama club and partnership programs that our school is involved with, including MCC Theater's youth education program and a snowboarding club funded through Burton. Services such as Title III are offered specifically to ELLs and have helped increase literacy among the group that has chosen to participate. All teachers encourage all students to get involved with after school programs, and students, including ELLs, are eager to do so.

10.

- Our school has multiple laptops available for student use. These computers are often utilized by ELLs to help develop their computer proficiency while supporting their language acquisition.
- Rosetta Stone software is installed on student computers. Students use this software to practice and enhance their English Language skills.
- Students use NYSESLAT preparation books to help familiarize them with the test so that they can all be successful on the exam.
- Grade level appropriate materials are used to help students improve their writing skills.
- The ESL department is provided with its own LCD projector so that information can be projected for students to read as they're hearing it.
- SmartBoards are installed in all classrooms to aid in ESL instruction.
- Native Language and English Language books on tape are available.
- Libraries are stocked with books on multiple levels to appeal to all proficiency levels.
- Through a grant, theater is incorporated into the curriculum with the help of professional teaching artists.

11. Our students have a range of literacy skills in their home languages. This is reflected in the range of scores on Reading, Writing, Listening, and Speaking subtests of the LAB-R and NYSESLAT. After analyzing these scores, we have determined that reading strategies are of utmost importance, and these are being especially emphasized in the

ELA sections taught by ESL certified teachers, as well as during the push-in ESL periods and NLA classes. Native language support is offered through Spanish classes where literacy is the focus. Translated materials are used whenever possible. Also, students are encouraged to maintain their home languages by talking with each other in native languages and writing assignments in native languages when appropriate. Tests, such as the Regents, are offered in multiple languages.

12. All required services and support correspond to ELLs ages and grade levels. ELLs are grouped by grade level whenever possible, as well as by proficiency level. Work is simply adapted, not “watered down” for ELLs to understand.

13. Validus offers many Jump Start programs before school begins to help students become acclimated with their new school environment and to help them get a head start on academic material. One orientation method we use is inviting newly enrolled students to visit the school in the spring before they attend. Tours of the school are given and teachers and students are available to answer questions. Also, orientations and classes are held prior to the beginning of each school year where students can attend and get to know each other while also getting a head start on academic material. Validus also encourages all of its newly enrolled students to attend a wilderness retreat through NYC Outward Bound. This retreat is taken in small groups of students chaperoned by teachers and wilderness leaders. This fosters teacher and student relationships to be built and helps students feel like a team while practicing our school’s character traits of commitment, compassion, collaboration and responsibility.

14. Language electives offered to ELLs include Spanish, and last year a week-long intensive course on Chinese was offered.

Professional Development and Support for School Staff

1-3. Ms. Carolina Alberico (ESL teacher) has attended many professional development courses, including the High School Institute, Reading I and Writing I offered by Outward Bound, Integrating Art and Literacy for ELLs through MoMA, multiple sessions offered through Bronx BETAC and NYC DOE, and NYSESLAT training courses. Ms. Nancy Martinez (ESL teacher) has also participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. Outward Bound provides a school model we’re currently implementing called Expeditionary Learning (EL). In their words, “EL is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork.” They offer a hands-on philosophy of education and put theory to practice by facilitating cross-curricular design meetings as well as professional development workshops that promote among other things, ELL best practices.

Carolina Alberico, along with Laura Turner (Special Education teacher), was also chosen to present a Master Class at the NYC Outward Bound National Conference on best practices for differentiating in the ESL and Special Education classroom.

Content teachers are encouraged to attend QTEL professional development workshops tailored to the content areas they teach.

Finally, best practices for ELLs are intermittently turn-keyed during in-house professional development meetings and during common planning meetings on Wednesday afternoons. The ESL teachers also have a Professional Development period built into their schedules for other teachers in the school to get individualized assistance in implementing ESL methodologies into their practice. The ESL teachers are also available via email or general preps to provide support to classroom teachers.

These efforts combined would satisfy the 7.5 hours of mandated PD for teachers.

Parental Involvement

1-4. Validus has several procedures in place to ensure parents of ELLs are involved in the school culture. Frequent communication about school policies, news, and events is translated. Several staff members are fluent in Spanish and are utilized when teachers need to speak with parents. Certified translators are hired for parent teacher conferences and other school events. Our bilingual parent coordinator actively involves parents in the school culture.

Parents are also included throughout the year in activities and parent involvement initiatives. The ESL department invites parents on Title III funded activities, such as trips to see Broadway and Off-Broadway shows, and is also launching a parent tutorial on Saturdays where parents can come and improve their own English.

Moreover, the staff seeks information about parents' lives (e.g., cultural heritage, socio-economic background, literacy level, and household composition). Teachers listen to parents concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family.

Parents are also invited to the school once each semester to participate in Student-Led Conferences. During these conferences, students showcase work they have done throughout the semester and highlight how they have achieved specific learning targets. At these conferences, parents, teachers and students engage in conversations about how everyone's needs are being met and what adjustments can be made.

Reviewing and Analyzing Data

1-2. The data suggest that we need to focus instruction on reading and writing strategies and also make sure all the beginners receive the support they need. This will take place across curriculum with the help of all content area teachers. Foremost, the data suggests that our ELLs are diverse in multiple ways. They have a range of language profiles (1st and 2nd language literacies in the four modalities), immigration histories, and speak Spanish and Twi, among other languages, at home. This diversity informs several program objectives that are modeled and promoted by the ESL and general education teachers via formalized common planning time and weekly Wednesday afternoon professional development sessions.

Proficiency levels don't follow much of a pattern across grade levels. Since students have such different histories and backgrounds, their proficiency levels reflect their diversity instead of revealing patterns. However, what has been noticed is that

students most often struggle with the reading and writing modalities, therefore, instruction is focused on improving those two skills.

Program Objectives

- To raise teachers' awareness to the sequence of language acquisition of ELLs (e.g., Basic Interpersonal Communication Skills, Cognitive Academic Language Skills, receptive versus productive language skills).
- To offer strategies to promote the acquisition of academic English.
 - Expose students to academic texts in all core content classes.
 - Direct students attention to features of academic texts (persuading, arguing, hypothesizing, etc...)
 - Methods for providing students with specific feedback concerning their use of academic English. For example, revising with a narrow purpose such as ideas, organization, or word choice. Also, in the publishing phase, using targeted error analysis to raise students' awareness to certain careless mistakes, while also recognizing that some errors signal an attempt to use more sophisticated language.
- To look at student work, along with linguistic performance, as indicator benchmarks.
- To then set realistic, challenging and clear expectations for our ELLs to demonstrate both learning through English and learning of English.
- To model methods of routinely amplifying, rather than simplifying, key concepts or vocabulary (e.g., providing visual examples, non-examples, restating through synonyms, antonyms, gestures, diagrams or pictures).
- To model methods for formal vocabulary instruction (focusing on depth rather than breadth: learning 7-10 carefully chosen words that are essential to the content rather than lists of 20 or more. Building understanding of the vocabulary and associated concepts over time via diagrams, pictures, word banks, synonyms, antonyms, and personal connections).
- To model literacy strategies and thinking strategies for priming ELLs for reading, moving them through reading and making meaning after reading.
- To consider, when it is appropriate, to allow students to use their primary language in class.
 - Some research suggests literacy skills such as sound/letter relationships and directionality in the primary language presuppose those same skills in the target language. Moreover, once those skills are developed in the primary language, they quickly transfer to the target language. This suggests that time can be saved by developing early literacy skills in the primary language before expecting them in the target language.
 - Some students have a wealth of background knowledge which can be efficiently tapped by using native language materials at key moments in a sequence of learning experiences.

- Student frustration may be relieved if the native language is occasionally used to help the student complete a task, clarify a point, or respond to a question.
- To make use of students' cultural knowledge in academic classes, thereby bridging their learning from the known to the unknown.
- To continue the use of technology in the classroom through the use of software, such as Rosetta Stone.
- To incorporate content from other areas, including art. Through the use of art linked with literacy, ELLs are given a more broad opportunity to prove their learning while expressing creativity.
- To use small classroom settings whenever possible to provide more individualized attention.

Second, within the diversity displayed in the data there are a few noteworthy trends. There are more students that speak Spanish at home who are no longer ELLs than those who are currently ELLs. The linguistic and cultural expertise of these students will be optimized by partnering ELLs and non-ELLs who are both fluent in the same primary language. These partnerships, as well as our bilingual staff, provide an active support system for our Spanish speaking ELLs.

Also, many students are considered "long-term ELLs." These students, who may have struggled to acquire English, while also learning through English, may not fully grasp some key academic concepts addressed in previous curriculum. Similarly, students who have attended schools in other countries may not have the background knowledge from which their native English speaking peers benefit. For this reason, the resource period ESL classes for beginner and intermediate level ELLs will have a two pronged objective of providing academic language support (reading and thinking strategies, features of academic texts, focused feedback to student writing) while also building core English language skills. Long-term ELLs, as well as recent immigrants, will benefit from a curriculum that bridges students' knowledge through document analysis and inquiry based learning activities. Long-term ELLs also receive Title III funds to support language development through theater arts.

Fourth, a selection of ELLs in 11th and 12th grade who have not yet passed the Math A Regents will benefit from an inquiry based Math Literacy course. The course will target student misconceptions and clarify them through guided inquiry based learning activities. Like in all subject areas, content objectives will be paired with language objectives. A special focus will be given to essential math vocabulary and guiding student responses from highly contextualized observations toward decontextualized generalizations, via carefully sequenced learning experiences.

Finally, a few of our ELLs do not come from a Spanish speaking background and may have unique language learning needs and abilities. We will address these on an as-needed basis.

3. Our students have a range of literacy skills in their home languages. This is reflected in the range of scores on Reading, Writing, Listening, and Speaking subtests of the LAB-R and NYSESLAT. After analyzing these scores, we have determined that reading and writing strategies are of utmost importance, and these are being especially emphasized in the ELA sections co-taught by ESL certified teachers, as

well as during the sheltered ESL periods and NLA classes. Since we are a Freestanding ESL school, most assessments are given in English, but students may answer in Spanish if they choose.

Regents data suggest that the ELLs are struggling in Global, and need a bit more support in Living Environment. The Math A scores were consistent with the school average. Co-teaching support will be concentrated in subject areas that culminate with a Regents exam. Also, students proved to prefer taking the exams in English rather than their native languages, but were able to use both exams to aid them, as well as a translation dictionary. Oral translators are used for students who speak languages in which the Regents exams are not available.

In addition to Regents and NYSESLAT data, regular interim assessments are also administered to students. Once these tests are scored, the data is plotted and analyzed. Inquiry teams study this data and design interventions, such as the ones described above, to help improve student achievement. Each ESL teacher is a member of an Inquiry Team.

As part of our Comprehensive Education Plan for the coming school year, we will do the following:

- Program required ESL/ELA minutes of instruction for all ELLs based on their performances on the LAB-R and NYSESLAT (Beginner, Intermediate, and Advanced).
- Ensure teachers are credentialed in self-contained ESL and content area specialties.
- Provide an ongoing, intensive staff professional development in ESL strategies.
- Provide common planning periods for ESL and core academic content teachers.
- Rosetta Stone software, to help students acquire language more quickly and at their own pace, as well as to help students who are frequently absent. The software would also target students struggling with pronunciation.
- Emphasize literacy throughout the curriculum through our Expeditionary Learning practices.
- Incorporating media and audio components in the classroom.
- Providing multiple entry points to suit students of all levels (gallery walks, differentiated readings, etc.)
- Incorporating art into the classroom.

5. The success of our programs for ELLs is based on multiple data points, including graduation rates, NYSESLAT and Regents passage rates and progress reports. Our school gives very specific progress report feedback after each marking period so students and teachers can see exactly where students are struggling. This information is analyzed and student needs are addressed. A majority of students improved their proficiency levels on the NYSESLAT this year.

ELL success is also measured by how involved the ELLs are in the school and outside community. This year, we have an ELL participating in a youth theater group outside of school, another ELL taught English and theater on a Fulbright Scholarship in Korea recently and multiple ELLs participate in sports and clubs.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Validus Preparatory Academy: An Expeditionary Lear							
District:	9	DBN:	09X26	School		320900011263		
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungrade	v
	2		6		10	v		
Enrollment				Attendance - % of days students attended:				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-	
Pre-K	0	0	0		79.2	81.6	81.9	
Kindergarten	0	0	0	Student Stability - % of Enrollment:				
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 2	0	0	0		92.2	95.7	96.0	
Grade 3	0	0	0	Poverty Rate - % of Enrollment:				
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-	
Grade 5	0	0	0		78.3	88.5	88.5	
Grade 6	0	0	0	Students in Temporary Housing - Total Number:				
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-	
Grade 8	0	0	0		0	12	5	
Grade 9	116	91	85	Recent Immigrants - Total Number:				
Grade 10	112	107	86	<i>(As of October 31)</i>	2007-	2008-	2009-	
Grade 11	113	101	105		8	4	0	
Grade 12	83	108	94	Special Education				
Ungraded	2	1	1	<i>(As of October 31)</i>	2008-	2009-	2010-	
Total	426	408	371		16	19	19	
				<i>(As of June 30)</i>	4	10	20	
					38	21	17	
				Suspensions (OSYD Reporting) - Total Number:				
				<i>(As of June 30)</i>	2007-	2008-	2009-	
				Principal Suspensions	0	31	28	
				Superintendent Suspensions	7	14	10	
				Special High School Programs - Total Number:				
				<i>(As of October 31)</i>	2007-	2008-	2009-	
				CTE Program Participants	N/A	0	0	
				Early College HS Program Participants	0	0	0	
				English Language Learners (ELL) Enrollment: (BESIS Survey)				
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of October 31)</i>	2007-	2008-	2009-	
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:				
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-	
# receiving ESL services only	54	44	TBD	Number of Teachers	20	26	0	
# ELLs with IEPs	2	11	TBD	Number of Administrators and Other Professionals	5	5	0	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	0	

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	6	10	46	% fully licensed & permanently assigned to this	100.0	100.0	0.0
				% more than 2 years teaching in this school	15.0	23.1	0.0
				% more than 5 years teaching anywhere	25.0	23.1	0.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		65.0	54.0	0.0
American Indian or Alaska Native	0.5	1.0	0.8	% core classes taught by "highly qualified" teachers	82.4	98.8	0.0
Black or African American	36.6	38.7	35.8				
Hispanic or Latino	62.4	59.3	61.7				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.1				
White	0.2	0.5	0.5				
Male	30.0	33.3	36.1				
Female	70.0	66.7	63.9				

2009-10 TITLE I STATUS

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	-
Asian or Native Hawaiian/Other Pacific						
White						
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	-
Student groups				3	3	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	A	Overall Evaluation:	WD
Overall Score:	75.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	11.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	21.2	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	38.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 411	District 09	School Number 263	School Name Validus Prep
Principal Brady Smith		Assistant Principal Jodie Ruck	
Coach Carolina Alberico		Coach Nancy Martinez	
Teacher/Subject Area Daniel Cyrus/ELA		Guidance Counselor Dina Pistone	
Teacher/Subject Area Kelly Doherty/Health		Parent Avril Hanley	
Teacher/Subject Area Nate Cole/Social Studies		Parent Coordinator Sara Rivera	
Related Service Provider n/a		Other type here	
Network Leader Emily Sharrock		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	392	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	11.99%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Students who are newly enrolled into the New York City school system are screened as per the NYS LEP Identification Process: HLIS is filled out during an interview in English and the home language; if the language spoken at home is other than English, student is assessed with the LAB-R, scheduled for services and administered the NYSESLAT in the spring. If the student's home language is English, no testing is administered. If the student scores proficiently on the LAB-R, no services are provided. Students are administered the NYSESLAT until they achieve proficiency. Sara Rivera, the parent coordinator, and a certified ESL teacher conduct interviews. Sara is trained in all language identification procedures and is English/Spanish bilingual. Carolina Alberico and Nancy Martinez conduct all consequent testing and are both certified ESL teachers and trained to administer all necessary tests.

2-3. Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and ESL teachers are available for questions and they screen an informational video. Attendance and return rate of surveys have been traditionally low. Interventions to help improve these statistics include scheduling meetings along with the PTA, and offering food, Metrocards and child care to attendees. If a form is not returned, phone calls are made home, students are reminded to bring them back, and as much contact is made with the parent as possible. If a form is not returned, the default program for ELLs is Freestanding ESL as per CR Part 154.

4. The only program offered at Validus Preparatory Academy is Freestanding ESL. As a small school, we do not have the resources to provide other programs. The ESL department does its best to communicate this to parents in English and Spanish so that they can make the best decisions for the education of their children. If a program that a parent chooses is not available at our school, we do our best to find a placement to suit the child. If a majority of parents opt into a program that is not offered, as a school we would implement the program to satisfy parent desires. Continued Entitlement Letters also notify parents of their right to choose. Validus is in the process of finding a bilingual teacher to best serve all students.

5. This year, one parent survey was returned and the preference was Freestanding ESL. We are still in the process of collecting surveys any way we can.

6. Since parents do not often return the surveys, program models are based on what we can do best with the staff and schedule we have in place at school. If parents chose alternate programs that are not offered, we would do our best to accommodate their requests or help them find a placement where they would be satisfied.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
 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 type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input checked="" type="checkbox"/>	11	<input checked="" type="checkbox"/>	12	<input checked="" type="checkbox"/>

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

ELL Program Breakdown													Tot #
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											0	0	0	0	0
Dual Language (50%:50%)											0	0	0	0	0
Freestanding ESL															
Self-Contained											1	1	2	0	4
Push-In											2	1	1	2	6
Total	0	0	0	0	0	0	0	0	0	0	3	2	3	2	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	17
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	30

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10		1	7		3	30		13	47
Total	10	0	1	7	0	3	30	0	13	47

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	9	11	11	44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other											2			2
TOTAL	0	14	11	11	11	47								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Validus uses a freestanding ESL model via co-teaching and sheltered teaching to support English Language Learners' (ELLs) acquisition of English. ELLs' language proficiency is measured annually via the New York State English as a Second Language Assessment Test (NYSESLAT).

ELLs in the 9th grade are grouped heterogeneously in three 9th grade sections. For four periods of the day, 9th graders have block scheduling where they rotate to different integrated subject classes. During this time, an ESL teacher is co-teaching based on regents culminating courses when ELLs are homogeneously grouped in one section, and pulling-out when ELLs are spread across sections to provide literacy support. ELLs in the 9th grade are also scheduled for a sheltered ESL period 5 days a week.

ELLs in the 10th grade are programmed together in one section heterogeneously with non-ELLs and former ELLs in all subjects. ELLs in the 10th grade are programmed in an ELA class where a certified ESL teacher co-teaches with the general education ELA teacher. ELLs in the 10th grade receive services during this period four times a week, and also receive services during an additional sheltered period five times a week where reading, writing, speaking and listening strategies are practiced.

ELLs in the 11th grade are in a section together and are programmed heterogeneously with other students in all subjects. ESL students are co-taught four times a week in their Global History class with a general education teacher and an ESL teacher. ELLs in the 11th grade also receive a Global resource period four days a week and are scheduled for a sheltered ESL period five days a week.

ELLs in the 12th grade are serviced by an ESL teacher during a block period similar to the 9th grade and receive a sheltered ESL period five days a week.

Self-contained ELLs are scheduled for two periods of ESL a day; they are grouped with the general education ESL population for both periods.

In short, 9th grade beginner ELLs are serviced for thirteen (42) minute periods a week. 9th, 10th, 11th and 12th grade intermediate ELLs are serviced for at least nine (42) minute periods a week. 9th, 10th, 11th and 12th grade advanced ELLs are serviced for at least five (42) minute periods a week.

As for native language support, 9th, 10th, 11th and 12th grade students attend Spanish classes in different capacities based on Regents scores. All content area classes are taught in English, except Spanish class, which is taught in Spanish and English. ELLs also have the opportunity to take a Spanish Regents exam to earn additional credits for Spanish. A Native Language Arts class is being offered to students whose schedules allow. One ESL teacher is also bilingual in English and Spanish. We provide students with support materials as needed in their native languages.

Co-teaching support, and sheltered instruction focus on implementing several teaching strategies that are proven best practices for ELLs. Content area instruction is focused according to grade level Regents needs. Strategies for support include:

- o To be sensitive to and value students' cultures and languages, and encourage teachers to draw on these founts of knowledge.
- o To conduct ongoing formative language assessment to inform instructional choices and guide individual support when necessary.
- o To model the use of a wide range of print, visual, and digital resources to provide multiple entry-points into the key concepts of a lesson.
- o To heighten the awareness of other educators to the ways small group task-oriented and information-gap activities structure ELLs' acquisition of social and academic English.
- o To implement protocols for asking clarifying questions. This may include partnering each ELL with a non-ELL or former ELL that is proficient in the classified ELL's primary language.
- o To provide sheltered instruction, ensuring ELLs find content accessible and tasks achievable.
- o To differentiated instruction (content and skill level) so students at various proficiencies can simultaneously be engaged in class work.
- o To provide multiple opportunities for ELLs to express their knowledge in English and their home language (verbally or written).
- o To incorporate multiple content areas into the classroom to help all ELLs access the information, particularly through the use of art.

Currently there are no SIFE students attending Validus. We have Rosetta Stone software to use, should we receive any. This software would help us level the students, and would be a good jumping off point for instruction. We would also work to ensure these students can catch up as quickly as possible by providing more specialized pull-out services. We could also provide social and emotionally support through clubs and counseling.

In addition to these strategies, we also use techniques specific to certain subgroups. For newcomers, we focus on cognates, high frequency words and simple sentence production. Total Body Response is often used, as well as using multiple visual prompts and graphic organizers. Technology such as Rosetta Stone is also utilized to help support language acquisition. Newcomers are also provided with support from fellow classmates and staff members who speak their native language. Buddies are assigned to newcomers to make their transition into Validus as smooth as possible. Theater techniques are also employed to help newcomers acquire English in innovative ways, while incorporating home language skills.

For ELLs receiving 4-6 years of services, we concentrate on improving academic language so that students can be self-sufficient in the classroom. Co-teaching services are provided, as well as multiple periods a week of resource to help support students to acquire English. Theater opportunities are also offered to these students.

The focus with Long Term ELLs is to practice literacy skills and to build language skills through alternate methods, such as theater. Students are invited to attend theater performances throughout the year, and complete pre and post-theater activities that include reading, writing, speaking and listening. Our school also provides Title III support to Long Term ELLs. The Title III program focuses on improving language in all modalities through peer tutoring. This is our first year implementing the peer tutoring program, and we hope to see improved Regents and class passage rates as a result. In addition, LTEs are encouraged to seek out additional time with ESL teachers to work on improving language skills. Targeted Regents instruction and NYSESLAT prep is also provided for LTEs. LTEs are also grouped heterogeneously with non-ELLs and former ELLs so that they are surrounded by positive language models. Assignments are differentiated for LTEs to enhance language acquisition without sacrificing content.

Special needs ELLs are serviced in small groups and larger classroom settings with general education ELLs. Special needs ELLs are integrated as often as possible into the mainstream classroom to foster positive social language skills, as well as academic.

All ELLs are provided with as much Native Language support as is possible while keeping staffing and scheduling conflicts in mind. Students are programmed in NLA classes on a semester to semester basis. They receive NLA support that focuses on literacy strategies in native language texts. The support also focuses on native culture. Pull-out services are also offered by a foreign language certified teacher.

All ELLs are scheduled so that they receive the mandated hours of ESL services and content instruction and sometimes more. To ensure this, students are usually scheduled for ESL services during elective or credit recovery periods. Otherwise, the ESL teachers co-teach with content teachers so that all students receive the proper amount of units. Beginners are targeted.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted interventions for ELLs occur in all subject areas on a needs basis. Saturday Academy is offered 7 weeks out of the year for targeted Regents support, where a certified ESL teacher is present. During the school day, students are grouped with ELLs and non-ELLs to receive vocabulary and skills support for all subjects five periods per week. Title III is extended to all ELLs who choose to participate. Students are scheduled for support classes based on Regents results.

6. Students who have reached proficiency on the NYSESLAT are scheduled as often as possible into classes that receive co-teaching services. They also continue to receive testing modifications, such as extended time and translations for two years after achieving proficiency. These students are also eligible to attend any additional support services they would like or require.

7. New programs and improvements that will be considered for the upcoming school year are modifying the Title III program to reach even more ELLs. This will be achieved by taking student input to see what students prefer from the program and implementing those changes as best as possible. We would like to improve our use of SmartBoards and using language learning software on student laptops. We would also like to expand our NLA support.

8. At this point, no services will be discontinued in the coming year.

9. ELLs are invited to participate in all extracurricular and after school programs. In fact, ELL participation is quite high. ELLs are integrated members of the baseball team, the cross country team, the basketball team, drama club and partnership programs that our school is involved with, including MCC Theater's youth education program and a snowboarding club funded through Burton. Services such as Title III are offered specifically to ELLs and have helped increase literacy among the group that has chosen to participate. All teachers encourage all students to get involved with after school programs, and students, including ELLs, are eager to do so.

10.

- o Our school has multiple laptops available for student use. These computers are often utilized by ELLs to help develop their computer proficiency while supporting their language acquisition.

- o Rosetta Stone software is installed on student computers. Students use this software to practice and enhance their English Language skills.

- o Students use NYSESLAT preparation books to help familiarize them with the test so that they can all be successful on the exam.

- o Grade level appropriate materials are used to help students improve their writing skills.

- o The ESL department is provided with its own LCD projector so that information can be projected for students to read as they're hearing it.

- o SmartBoards are installed in all classrooms to aid in ESL instruction.

- o Native Language and English Language books on tape are available.
 - o Libraries are stocked with books on multiple levels and in multiple languages to appeal to all proficiency levels.
 - o Through a grant, theater is incorporated into the curriculum with the help of professional teaching artists.
11. Our students have a range of literacy skills in their home languages. This is reflected in the range of scores on reading, writing, listening, and speaking subtests of the LAB-R and NYSESLAT. After analyzing these scores, we have determined that reading strategies are of utmost importance, and these are being especially emphasized in the ELA sections taught by ESL certified teachers, as well as during the push-in ESL periods and NLA classes. Native language support is offered through Spanish classes where literacy is the focus. Translated materials are used whenever possible. Also, students are encouraged to maintain their home languages by talking with each other in native languages and writing assignments, reading information, or giving presentations in native languages when appropriate. Tests, such as the Regents, are offered in multiple languages. Native language support is also given in pull-out sessions.
12. All required services and support correspond to ELLs ages and grade levels. ELLs are grouped by grade level whenever possible, as well as by proficiency level. Work is simply adapted, not “watered down” for ELLs to understand.
13. Validus offers many Jump Start programs before school begins to help students become acclimated with their new school environment and to help them get a head start on academic material. One orientation method we use is inviting newly enrolled students to visit the school in the spring before they attend. Tours of the school are given, and teachers and students are available to answer questions. Also, orientations and classes are held prior to the beginning of each school year where students can attend and get to know each other while also getting a head start on academic material. Validus also encourages all of its newly enrolled students to attend a wilderness retreat through NYC Outward Bound. This retreat is taken in small groups of students and chaperoned by teachers and wilderness leaders. This fosters teacher and student relationships to be built and helps students feel like a team while practicing our school’s character traits of commitment, compassion, collaboration and responsibility.
14. Language electives offered to ELLs include Spanish, and last year a week-long intensive course on Chinese was offered.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3. Ms. Carolina Alberico (ESL teacher) has attended many professional development courses, including the High School Institute, Reading I and Writing I offered by Outward Bound, Integrating Art and Literacy for ELLs through MoMA, multiple sessions offered through Bronx BETAC and NYC DOE, and NYSESLAT training courses. Ms. Nancy Martinez (ESL teacher) has also participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. Outward Bound provides a school model we’re currently implementing called Expeditionary Learning (EL). In their words, “EL is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork.” They offer a hands-on philosophy of education and put theory to practice by facilitating cross-curricular design meetings as well as professional development workshops that promote among other things, ELL best practices.

Carolina Alberico, along with Laura Turner (Special Education teacher), was also chosen to present a Master Class at the NYC Outward Bound National Conference on best practices for differentiating in the ESL and Special Education classroom.

Content teachers are encouraged to attend QTEL professional development workshops tailored to the content areas they teach. Finally, best practices for ELLs are intermittently turn-keyed during in-house professional development meetings and during common planning meetings on Wednesday afternoons. The ESL teachers also have a Professional Development period built into their schedules for other teachers in the school to get individualized assistance in implementing ESL methodologies into their practice. The ESL teachers are also

available via email or general preps to provide support to classroom teachers.
 These efforts combined would satisfy the 7.5 hours of mandated PD for teachers.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1-4. Validus has several procedures in place to ensure parents of ELLs are involved in the school culture. Frequent communication about school policies, news, and events is translated. Several staff members are fluent in Spanish and are utilized when teachers need to speak with parents. Certified translators are hired for parent teacher conferences and other school events. Our bilingual parent coordinator actively involves parents in the school culture.

Parents are also included throughout the year in activities and parent involvement initiatives. The ESL department invites parents on Title III funded activities, such as trips to see Broadway and Off-Broadway shows, and is also launching a parent tutorial on Saturdays where parents can come and improve their own English.

Moreover, the staff seeks information about parents' lives (e.g., cultural heritage, socio-economic background, literacy level, and household composition). Teachers listen to parents concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family.

Parents are also invited to the school once each semester to participate in Student-Led Conferences. During these conferences, students showcase work they have done throughout the semester and highlight how they have achieved specific learning targets. At these conferences, parents, teachers and students engage in conversations about how everyone's needs are being met and what adjustments can be made.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0	2	1	5
Intermediate(I)										9	6	6	3	24
Advanced (A)										2	5	2	7	16
Total	0	0	0	0	0	0	0	0	0	13	11	10	11	45

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B										1	0	2	0
	I										0	0	1	0
	A										8	4	1	1
	P										4	7	5	8

READING/WRI TING	B										2	0	1	1
	I										9	5	6	3
	A										2	6	2	5
	P										0	0	0	0

NYS ELA													
Grade	Level 1		Level 2		Level 3		Level 4		Total				
3													0
4													0
5													0
6													0
7													0
8													0
NYSAA Bilingual Spe Ed													0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		8	
Math <u>A</u>	1			
Math				
Biology				
Chemistry				
Earth Science	7		1	
Living Environment	10	3	1	
Physics				
Global History and Geography	17		1	
US History and Government	10	1	3	1
Foreign Language	5		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1-6. We do not use a standardized test to analyze literacy skills of our ELLs besides the LAB-R. Instead, we make detailed observations of students' literacy skills as we work with them in class and one-on-one. Using this information, we group ELLs accordingly to help support and develop literacy skills.

Clearly the majority of students are struggling with the reading and writing modalities more than the speaking and listening modalities, though not all. Because of this data, teachers across all content areas should focus on literacy strategies. Native language support should also focus on literacy skills. These data will also help instruct decisions made about student groupings.

Proficiency levels don't follow much of a pattern across grade levels. Since students have such different histories and backgrounds, their proficiency levels reflect their diversity instead of revealing patterns.

Most ELLs take Regents exams in English, but use the Spanish exams as a reference. Since students are not learning content in Spanish, they feel more comfortable with English content vocabulary.

All teachers are often updated on ELLs and their progress. Native language is being more and more emphasized in all classrooms through differentiated reading and presentation techniques.

The success of our programs for ELLs is based on multiple data points, including graduation rates, NYSESLAT and Regents passage rates and progress reports. Our school gives very specific progress report feedback after each marking period so students and teachers can see exactly where students are struggling. Scores are based on mastery of specific learning targets, so student needs are easily identified. This information is analyzed and student needs are addressed. A majority of students improved their proficiency levels on the NYSESLAT this year.

ELL success is also measured by how involved the ELLs are in the school and outside community. This year, we have an ELL participating in a youth theater group outside of school, another ELL taught English and theater on a Fulbright Scholarship in Korea recently and multiple ELLs participate in sports and clubs.

Additional Information

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

Validus is working hard to create a learning environment that supports all ELLs. Our main focus for improvement is how to best educate our newcomers in the upper grades and how to help all long-term ELLs succeed. We look forward to making more progress this year with all students as we evaluate and improve our methods.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		