



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ VALIDUS PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 09x263 _____

PRINCIPAL: JAVIER OCAMPO _____ EMAIL: __JOCAMPO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Javier Ocampo	*Principal or Designee	
Jessica Bruck	*UFT Chapter Leader or Designee	
Sylvia Charles	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Maria Torres Iquiesha Obiese	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Alfred Manigault	Member/Co-chair (parent)	
Beth Nieves	Member/Parent	
Andrea Hines	Member/Co-chair (social worker)	
Addinea Manigault	Member/Parent	
M. Melendez Prentice	Member/Teacher	
Tara Costanzo	Member/Teacher	
Thomas Ryan	Member/Teacher	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Overall student attendance in the 2011-2012 school year will increase by 1% over the 2010-2011 school year from 82% to 83%.

Comprehensive needs assessment

Improving overall attendance will improve academic achievement.

Instructional strategies/activities

Strategies include:

- Increased Crew based interventions.
- Increased home contact.
- Providing attendance incentives.
- Increased parental attendance at informational meetings.
- Weekly attendance staff meetings

Staff and resources:

- Attendance teacher
- Network staff
- Fulltime guidance counselor and social worker
- AIDP grant

Teacher involvement:

- Teacher feedback on incentives
- Crew-based incentives
- Crew-based attendance initiatives

Timeline: Ongoing throughout the year

Strategies to increase parental involvement

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Providing information about P credit courses and graduate schools to teachers who are not highly qualified
- Supporting non-pedagogical staff in their efforts to obtain higher degrees
- Being mindful of talent management in an effort to support the growth of school personnel

Service and program coordination

- AIDP grant and school budget provide funding for home visits, per session for pedagogical staff to make attendance phone calls, attendance incentives, and materials for written home contact
- Parent informational sessions on gang violence, academic planning, and college preparation offered through the PA

Budget and resources alignment

- OTPS for attendance incentives and parental involvement.
- Title 1 funds support initiatives to address the needs of students in temporary housing
- Reducing suspensions and increasing student voice in disciplinary matters through the Fairness Committee.
- Continue developing high-engagement curriculum by providing planning time for teachers and effective professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Parent involvement in ongoing activities at VPA will increase 2% from an average attendance rate of 10 parents per PTA meeting to 12 parents per PTA meeting

Comprehensive needs assessment

- Parental involvement increases student achievement and student attendance.

Instructional strategies/activities

Strategies and activities:

- Parents of all students are invited in writing and via auto-dial to attend every PTA meeting 10 days before meeting
- Parents offered metrocards, refreshments, and increased communication with teachers as incentives for PTA attendance
- Student absence phone calls made daily
- Parent volunteers invited to attend field work and special activities

Staff and Resources

- Social worker, assistant principal, and attendance teacher plan parent activities
- Budget allocated for autodial, metrocards, and refreshments
- Bilingual staff used to make contact with Spanish-speaking parents

Teacher involvement:

- Teachers invited to attend PA and other parent meetings
- Teachers paid per session for parent information night

Timeline: October-June

Strategies to increase parental involvement

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

Strategies for attracting Highly Qualified Teachers (HQT)

- Providing information about P credit courses and graduate schools to teachers who are not highly qualified
- Supporting non-pedagogical staff in their efforts to obtain higher degrees
- Being mindful of talent management in an effort to support the growth of school personnel

Service and program coordination

- Parent informational sessions on gang violence, academic planning, and college preparation offered through the PTA
- Parents provided with information on partner organizations at PTA meetings

Budget and resources alignment

- AIDP and Title I for reimbursing out-of-pocket costs to parents through the school budget (MetroCards, fingerprinting, etc.).
- Title I translation for Bilingual staff, social worker, and school administration attend all parent events

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Improve teacher practice by increasing the number of formative teacher observations, conducting one more formal observation for each teacher than teachers received last year

Comprehensive needs assessment

- More observations increase the communication between administration and pedagogical staff and works to increase the quality of instruction for students.

Instructional strategies/activities

Strategies and activities:

- Increasing instructional supervisors from 2 to 3
- Maintaining a shared database of observations amongst administrators
- Weekly administrative meetings
- Monthly leadership walks

Staff and resources:

- Three instructional supervisors
- Full time teacher coach
- Support from our partner, Outward Bound

Teacher involvement:

- Teachers choose an area of focus, or Teacher Learning Target, for the year
- TLTs are teacher-created
- Staff conducts peer observation cycles
- Staff completes surveys on peer observation

Timeline: TLT meetings happen in September, observations take place October-June

Strategies to increase parental involvement

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Untenured staff receives 5 or more observations per year
- Tenured staff receives 2 or more observations per year
- Teachers conduct peer observation cycles
- Teachers chose areas of focus for observations
- Untenured teachers receive mentoring

Service and program coordination

- Common core standards are used in classrooms and observations
- Teachers are observed using a teach effectiveness rubric
- DOE mentoring program helps prepare teachers for observations

Budget and resources alignment

- Title 1 funds are applied to teacher salaries
- Administrators allocate time for observations
- School partnership with Outward Bound supports observation cycles and walkthroughs

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Improve teacher reflection and practice by increasing the quality of feedback to teachers by using a rubric of teacher effectiveness for every observation this year.

Comprehensive needs assessment

The use of teacher effectiveness rubrics increases the communication between administration and pedagogical staff and works to increase the quality of instruction for students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the

Parent Involvement Policy

Strategies for attracting Highly Qualified Teachers (HQT)

- Untenured staff receives 5 or more observations per year using a teacher effectiveness rubric
- Tenured staff receives 2 or more observations per year using a teacher effectiveness rubric
- Teachers conduct peer observation cycles using a teacher effectiveness rubric
- Teachers chose areas of focus for observations
- Untenured teachers receive mentoring

Service and program coordination

- Common core standards are used in classrooms and observations
- Teachers are observed using a teach effectiveness rubric
- DOE mentoring program helps prepare teachers for observations

Budget and resources alignment

- Title 1 funds are applied to teacher salaries
- Administrators allocate time for observations
- School partnerships with Outward Bound and CFN 411 support observation cycles and walkthroughs

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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					7		0	
10		33	32	1	8		1	
11	2	33	22	50	7		2	
12	32	72	33	96	6		1	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Literacy interventions-small group during school Literacy in every content area-small group- during school Night school-small group-afterschool Saturday Academy-small group- afterschool
Mathematics	Night school-small group-afterschool Saturday Academy-small group- afterschool Math regents prep-small group-during school
Science	Night school-small group-afterschool Saturday Academy-small group- afterschool Science regents prep-small group-during school
Social Studies	Night school-small group-afterschool Saturday Academy-small group- afterschool Global and US history regents prep-small group-during school
At-risk Services provided by the Guidance Counselor	Counseling-individual and group sessions Academic advisement Individualized programming
At-risk Services provided by the School Psychologist	Initial and annual testing and reviews Academic advisement
At-risk Services provided by the Social Worker	Counseling-individual and group sessions Academic advisement
At-risk Health-related Services	Annual STD testing Health education for all AIS students Nurse intervention when needed

VALIDUS PREPARATORY ACADEMY PIP

PARENT INVOLVEMENT POLICY

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 09	Borough Bronx	School Number 263
School Name Validus Preparatory Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal JAVIER OCAMPO	Assistant Principal JODIE RUCK
Coach EMILY HAINES	Coach N/A
ESL Teacher NANCY MARTINEZ	Guidance Counselor DINA PISTONE
Teacher/Subject Area TARA COSTANZO/ESL	Parent
Teacher/Subject Area LINDA MCFARLAN/ESL	Parent Coordinator N/A
Related Service Provider DENISE SHELLS	Other
Network Leader MICHAEL ALCOFF	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	392	Total Number of ELLs	43	ELLs as share of total student population (%)	10.97%
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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. 

LL 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 within 10 days of their arrival at the school and then scheduled for services and administered the NYSESLAT in the spring. If the student only speaks Spanish, then they are administered the Spanish LAB-R from Mrs. Martinez and Ms. Jimenez. 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. The NYSESLAT eligibility report is run in April and then students are informed of administration dates and times. We ensure that all four components are administered by scheduling make-up days based upon absence reports in ATS. Also, a Google Doc spreadsheet is maintained by the ESL department listing which students have completed each section of the exam. Students are administered the NYSESLAT until they achieve proficiency. Nadezdah Ribot, the community coordinator, conducts interviews with the ESL teacher present. She is trained in all language identification procedures and is English/Spanish bilingual. Ms. Jimenez is also available for translation purposes. Tara Costanzo 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. These are conducted by Nancy Martinez and Tara Costanzo (ESL certified teachers). 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. Parent surveys and program selection forms are kept in the students cumulative file in the main office. If a form is not returned, phone calls are made home, students are reminded to bring them back, forms are mailed home, 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. Entitlement letters are distributed via mail at the beginning of the year to all students parents. We determine this by the ATS reports which indicates students that did not meet proficiency level on the NYSESLAT. Copies are kept in the ESL department files.
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. Validus offers ESL stand-alone classes as well as co-teaching classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In										3	2	2	4	11
Total	0	0	0	0	0	0	0	0	0	5	4	4	6	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	14
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	28

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	11	1	0	6	2	0	26	1	14	43
Total	11	1	0	6	2	0	26	1	14	43
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

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										10	11	7	11	39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	0	0	0	0	0	0	0	0	12	12	8	11	43

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 for 120 minutes per week. 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.

A. Programming and Scheduling Information

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

PROFICIENCY LEVEL

Beginner	Intermediate	Advanced
Co-teaching and sheltered instruction (40 minutes/class) = 540 minutes/week	(9 classes/week) x 42 min	(13.5 classes/week) x
(40 minutes/class) = 360 minutes/week	(5 classes/week) x 42 min	
(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:

- 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 (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.

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

A. Programming and Scheduling Information

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.

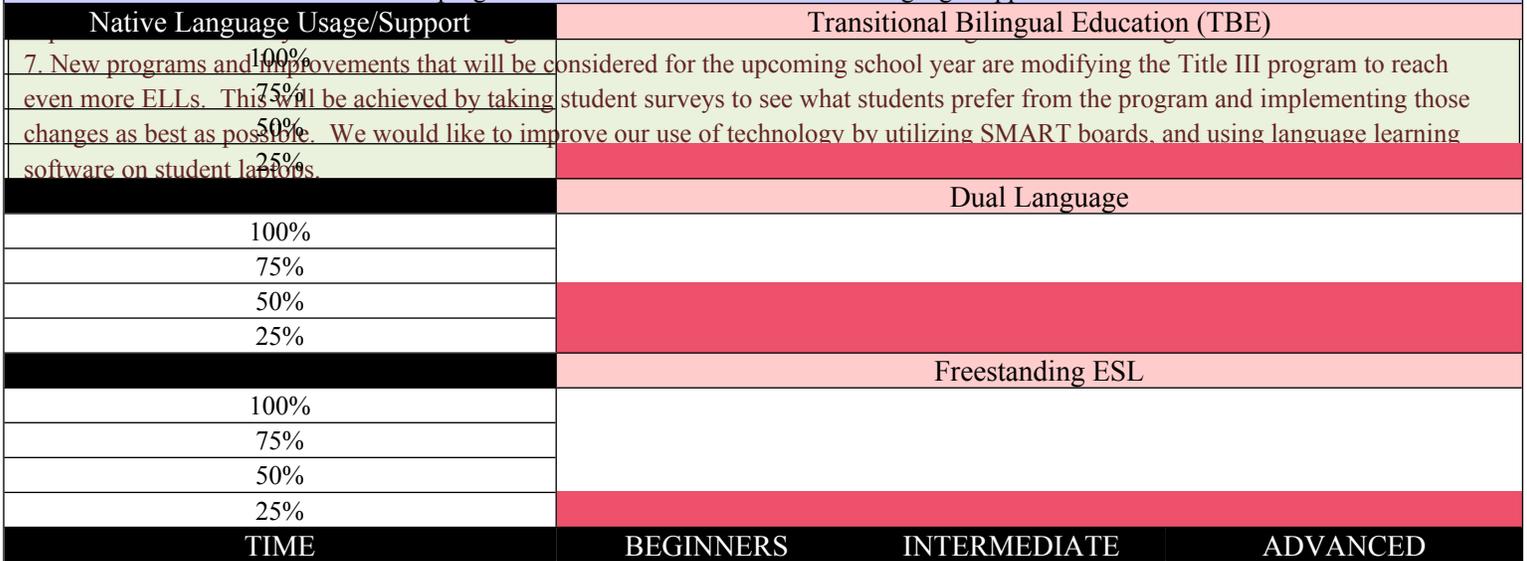
Units of Instruction Received by ELLs

	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.

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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 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.

B. Programming and Scheduling Information--Continued

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10.

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

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

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

- o Native Language and English Language books on tape are available.

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- o Through a grant, theater is incorporated into the curriculum with the help of professional teaching artists.

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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.

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

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)?

Paste response to questions 1-5 here

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

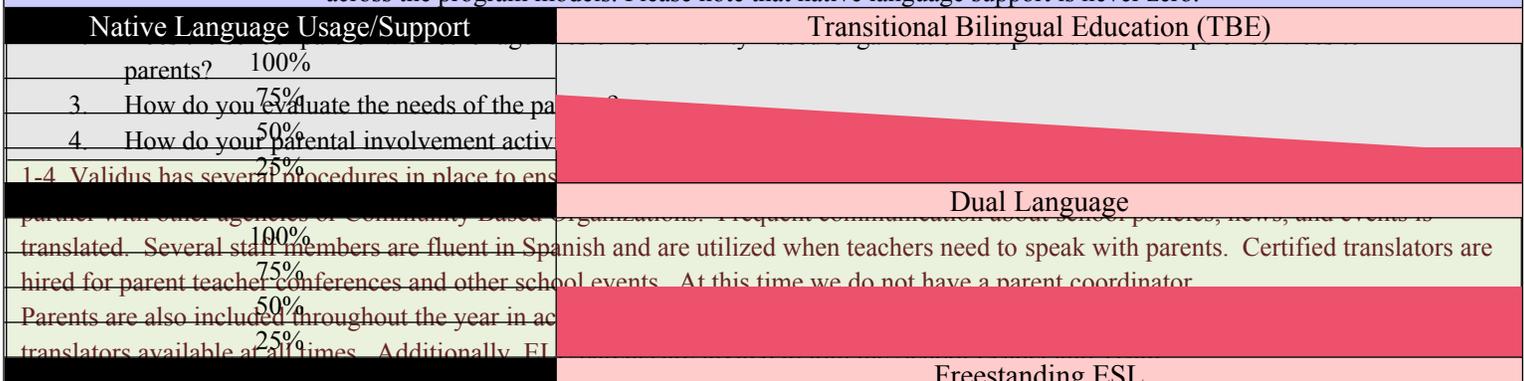
D. Professional Development and Support for School Staff

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. Nancy Martinez (ESL teacher) has participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Ms. Tara Costanzo and Ms. McFarlan are receiving support from the network ELL specialist as first and second year teachers in addition to attending professional development opportunities. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. All teachers are able to attend. 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. The network provides PD for all support staff on-site and off-site. Outward Bound provides PD on-site and off-site for all support staff. The network provides monthly PD to all support staff in the school. Validus provides weekly PD to all admin and teaching staff via a school based instructional guide who meets with grade teams weekly as well as all staff to determine classroom needs and provide solutions during our common planning time and one on one meetings as needed. Whole school professional development includes literacy strategies, assessment of students comprehension levels in reading and writing. Interim assessments help us see movement. The school leadership team has implemented literacy based goals. All ESL levels are shared with staff. All staff is supported by the 411 network and the guidance counselor is supported by the network. 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. Binders are kept which archive all professional development sessions and is maintained by the instructional guide. Additionally a google doc spreadsheet is maintained with all agendas for weekly professional development.

Native Language Usage and Supports

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



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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B. Programming and Scheduling Information--Continued

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

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.

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- 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.

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involved in creating interim assessments and our instructional guide provides us with criteria for best practices to support students. Department teams work to determine content success and inform all teachers of their analysis during common planning. Students are faring well in Science and English in the 9th and 11th grade, respectively. Students struggling in other content areas are given additional support with an ESL teacher. All students are given the option of completing exams in their native language and all but 4 opt to take it in English

Additional Information

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1-2. The data suggests 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

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)?

Paste response to questions 1-5 here

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. Nancy Martinez (ESL teacher) has participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Ms. Tara Costanzo and Ms. McFarlan are receiving support from the network ELL specialist as first and second year teachers in addition to attending professional development opportunities. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. All teachers are able to attend. 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. The network provides PD for all support staff on-site and off-site. Outward Bound provides PD on-site and off-site for all support staff. The network provides monthly PD to all support staff in the school. Validus provides weekly PD to all admin and teaching staff via a school based instructional guide who meets with grade teams weekly as well as all staff to determine classroom needs and provide solutions during our common planning time and one on one meetings as needed. Whole school professional development includes literacy strategies, assessment of students comprehension levels in reading and writing. Interim assessments help us see movement. The school leadership team has implemented literacy based goals. All ESL levels are shared with staff. All staff is supported by the 411 network and the guidance counselor is supported by the network. 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. Binders are kept which archive all professional development sessions and is maintained by the instructional guide. Additionally a google doc spreadsheet is maintained with all agendas for weekly professional development.

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?
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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)	0									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/ WRITING	B										2	0	1	1
	I										9	5	6	3

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		3	
Integrated Algebra	24		4	
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	26	4	6	3
Physics				
Global History and Geography	15	3	2	
US History and Government	13	4	2	
Foreign Language	13		13	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Early literacy skills are not assessed as it is not applicable at the high school level. What is revealed by the data patterns across proficiency levels and grades is that are students lacking literacy skills. The patterns revealed will affect instructional decisions by driving literacy based interim assessments, school wide literacy initiatives, and teaching literacy skills during common planing time. All teachers are involved in creating interim assessments and our instructional guide provides us with critieria for best practices to support students. Department teams work to detrmine content success and inform all teachers of their analysis during common planning. Students are faring well in Science and English in the 9th and 11th grade, respectively. Students struggling in other content areas are given additional support with an ESL teacher. All students are given the option of completing exams in their native language and all but 4 ont to take it in English

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- 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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **09x263** School Name: **Validus Preparatory Academy**

Cluster: **4** Network: **411**

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.

Parents' written translation and oral interpretation needs are surveyed at all parent meetings
All parents and guardians complete the parent/guardian home language identification survey at the beginning of the school year

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.

About 40% of Validus parents require translation in Spanish. 1-2 other parent/guardians require translation in other languages.
This information was shared with the school community through PTA meetings and staff meetings

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.

All major pieces of written correspondence are translated into Spanish in-house by school staff
Information about progress reports is translated into Spanish and sent home with the first progress report of the year
Parents are sent information of DOE translation services for home languages other than English

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.

In-school staff provides simultaneous translation into Spanish at all parent meetings using electronic headsets
In-school staff translates individual parent meetings with school staff when the staff member is not bilingual

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>.

All major pieces of written correspondence are translated into Spanish in house by school staff
Information about progress reports is translated into Spanish and sent home with the first progress report of the year
Parents are sent information of DOE translation services for home languages other than English
In-school staff provides simultaneous translation into Spanish at all parent meetings using electronic headsets
In-school staff translates individual parent meetings with school staff when the staff member is not bilingual
Parents' written translation and oral interpretation needs are surveyed at all parent meetings
All parents and guardians complete the parent/guardian home language identification survey at the beginning of the school year

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Validus Preparatory Academy (09x263) (VPA) serves grades 9-12 and has a population of 43 English Language Learners. These students are receiving ESL services as part of the school's free-standing ESL program. LEP students participate in extra curricular activities such as Building with Books, dance club, and sports teams.

With Title III funds VPA will offer an after school ESL program to the entire ESL population. The program is heavily embedded with chess instruction. The program will run weekly for one hour after school and a full day program during intensive for one week. We will service approximately 25 students during the week and all students are invited to participate in the after school program. The language of instruction will be English. There will be two certified ESL teachers working on the program along with a chess master.

Chess has been found to improve mathematical skills and critical thinking. In addition, the program will allow them to read for information and understanding. Students will also develop their speaking and listening skills as they embark on learning the language of chess and strategic thinking. As part of the effort to build on their skills capacity, we are requiring note taking, critical and analytical thinking in addition to literacy building through informational articles. The goal will be to get students to partake in chess tournaments where they can transcribe their skills, therefore increasing critical thinking for future academic success. Students are required to listen for instructions, read articles about strategies, discuss strategies and plan moves so they may incorporate them into their games and create winning moves. The curriculum is designed to assist students enhance and exercise their listening, speaking, reading, and writing skills in order for students to attain mastery of their listening and reading skills. Chess instruction meets the following New York State ESL Learning Standards:

- Students will listen, speak, read, and write in English for information and understanding
- Students will listen, speak, read, and write in English for classroom and social interaction

The Title III funds will allow the school to offer a chess program that will be utilized as a vehicle to introduce ELL instructional practices/strategies. In addition, it will provide us with the opportunity to implement and create an innovative curriculum for our Long Term ESL students. The students will be forced to make use of their listening, note taking and reading skills which will help them achieve better results on the NYSESLAT exam in the spring.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Ms. Nancy Martinez (ESL teacher) has participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Mrs. Tara Costanzo and Ms. McFarlan are receiving support from the network ELL specialist as first and second year teachers in addition to attending professional development opportunities. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. All teachers are able to attend. Outward Bound provides a school model we're currently implementing called Expeditionary Learning (EL). 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. The network provides PD for all support staff on-site and off-site. Outward Bound provides PD on-site and off-site for all support staff. The network provides monthly PD to all support staff in the school. Validus provides weekly PD to all admin and teaching staff via a school based instructional guide (Ms Haines) who meets with grade teams weekly as well as all staff to determine classroom needs and provide solutions during our common planning time and one on one meetings as needed. Whole school professional development includes literacy strategies, assessment of students comprehension levels in reading and writing. Interim assessments help us see movement. The school leadership team has implemented literacy based goals.

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.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Validus has several procedures in place to ensure parents of ELLs are engaged in activities that impact higher achievement. 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.

Parents are also included throughout the year in activities and parent involvement initiatives. There are monthly parent meetings held with translators available at all times. Additionally, ELL parents are invited to join the School Leadership Team where academic goals are set.

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. Parents receive rubrics during the conference are allowed to comment and grade the presentations. All comments are consolidated to create the students final score.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$50 X 70 hours = \$3,500	Chess instruction during the after school program and preparation time
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$80 (per day) X 15 weeks = \$1,200 \$5,000 for Chess camp	After school Chess program for ESL students instructor. Chess camp "intensive" program for ESL students.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	\$5,300	This includes classroom supplies such as pens, paper, chess sets, markers, scissors, tournament fees, etc. Additionally, I pads will be purchased for virtual chess games and instruction.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	15,000	