



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: VILLAGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER): 27Q319

PRINCIPAL: DORIS LEE

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SUPERINTENDENT: MICHELE LLOYD-BEY



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
Doris Lee	*Principal or Designee	
Shonell Hall	*UFT Chapter Leader or Designee	
L. Middlebrook	*PA/PTA President or Designated Co-President	
M. Carnacchio	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joharra Harris	Assistant Principal	
L. Griffin	Member/Parent	
D. Gresham	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013 students will successfully complete two Common Core aligned units of study and tasks in ELA. (Note: Literacy teachers= ELA, Science and Social Studies content teachers.)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - This goal is set to implement the Citywide Instructional Expectations for 2012-2013. Our school has built a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Acuity Performance Series and have carefully considered the results as we plan our units of study.

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) key personnel 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.

Note: Literacy teachers= ELA, Science and Social Studies content teachers.

September-December

- Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
- Weekly professional development on best practices during 50 minutes extended.
- Lead Teacher will attend the Literacy Lab workshops given by CFN 607
- Literacy Lead teacher turnkey strategies during weekly PD extended day sessions.
- Students receive remediation and support in closing gaps in understanding via the our Enrichment Program which allows for students to focus on successfully completing ELA task aligned to Common Core Units of Study.
- Students engaged in both reader's and writer's workshop on a consistent basis to practice the focus standards and essentials skills embedded in each lesson throughout the units of study.
- All students participate in the extended day program which will focus on study skills and organization.
- Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
- Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.
- Creation of ELA tracking system to track students' progress towards individual key instructional standards.

January-April

- Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study.
- Staff Developer/ESL to attend Creative School Services workshop series around “Text Dependent Questioning and Discussions” and “Close Reading of Texts”.
- Teacher Inquiry Teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
- All students attend extended day which will focus on test sophistication, close reading of text and evidence-based argumentative writing.
- School-wide assessment in literacy under real testing conditions (including all modifications).
- School-wide analysis of literacy assessment (Ready New York -CCLS Practice) results and surfacing the gaps in students understanding
- Creation of targeted extended day program based on the assessment results from simulation.

May-June

- Weekly common planning focused on revising and further aligning the 6th, 7th , & 8th grade units of study to the CCLS.
- Weekly common planning focused on the creation of 6th, 7th, 8th grade units of study with a specific emphasis on writing across curriculum content.
- All students engage in enrichment periods to further develop their ability to be successful with CCLS units of study.

Strategies to increase parental involvement

- VA uses our online website as a resource center for parents. Tasks, homework and additional resources are available to parents via our www.VANYC.org website.
- VA utilizes a phone blast system and e-mail to contact parents about parent teacher conferences and other important events and information.
- VA employs an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child’s academic performance. Parents receive a bi-weekly phone call from advisors and a monthly phone call from content area teachers.
- VA has increased the number of marking periods to five and has added an additional parent teacher conference to allow for ongoing conversations around academic achievement.
- VA hosts multiple workshops that inform parents about the curriculum, Common Core Learning standards, and the instructional shifts outlined by NYC expectations.

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here: iZone

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Per session planning for ELA curriculum development.
 - Per session planning for Professional Development
 - Extended Day-Literacy Consumable Workbooks
 - Per Session Inquiry Teams/Looking at student work
 - Full-time staff developer who works closely with CFN achievement specialist.
 - Independent Reading Libraries

ANNUAL GOAL #2 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 #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013 all pedagogical staff will utilize technology to deliver effective instruction with a focus on engaging students in learning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - This goal is set to implement the Citywide Instructional Expectations for 2012-2013 to strengthen teacher practice through frequent formative observations. Through the collection of informal observation data focused on evaluating student engagement. As part of I-Zone and the Connected Learning initiative the focus has been to use technology to create new and differentiate opportunities for learning. With the date of informal observations, along with teacher reflections, and ongoing discussion we decided that through technology we will focus on Component 3c: Engaging Students in Learning.

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) key personnel 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.
- Strategy:
 - Workshops that include: the Workshop Model, Universal Design for Learning, Effective Questioning, rigor, rubric and feedback development
 - Teachers participate in ongoing professional development around the use of technology with consultant, technology teacher.

- Teacher participates in learning communities facilitated through i-Zone and Connected Learning.
- Identify teachers development needs monthly based on the results of the observational process
- Activity:
 - Professional development
 - Perform four informal observations and two formal observations
 - Best practice showcase by pedagogical staff each month during faculty conference and during common planning.
- Key Personnel:
 - Teacher Effectiveness Coach
 - Teaching Matters consultant.
 - Lead Technology Teacher
- Targets:
 - Teacher observation feedback as evidence of monitoring the implementation of instructional workshops
- Timeline:

Results of the observational process will be summarized monthly and reviewed by the Cabinet Members.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - As we work to strengthen teacher practice we are creating opportunities for parents to engage in discussions with teachers through the use of Village Academy website and blogs. Parents are able to email teachers to check on student progress. In February we will administer a mock parent school environment survey to gather data on parent perception of teacher effectiveness. We will also host a curriculum night in conjunction with the February Parent Teacher Conference Night to educate parent on how to assess their child's opportunities to interact with their teachers and peers through questioning and discussion.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- NYCDOE participation in the Teacher Effectiveness Pilot Program
- Teacher Effectiveness Coach

- Achievement Coaches from Network 607
- Participation in I-zone
- Participation in Connected Learning

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013 students will successfully complete two Common Core aligned units of study and tasks in Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - This goal is set to implement the Citywide Instructional Expectations for 2012-2013. As a new school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Scantron Performance Series and have carefully considered the results as we plan our units of study.

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) key personnel 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.

September-December

- Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
- Lead teacher will attend the Math Coach meetings given by CFN 607
- Re-aligned scope and sequence based on the latest NYS assessment information
- Implemented a Common Library task to introduce students to the academic expectations of the common core
- Studied and developed resources from the lead organizations such as: EngageNY, Illustrative Mathematics, Math Playground and IXL
- Integrate the Polyvision technology into daily lessons with web-based interactive activities.
- Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
- Implemented stations activities to pilot Common Core sample questions
- Scaffolding CCLS task to support students ability to independently solve extended response questions
- Creating CCLS exemplars to demonstrate successful completion of a CCLS task.

- All students participate in the extended day program which will focus on study skills and organization.
- Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
- Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.

January-April

- Implementation of the Common Core grade task bundles from the Common Core Library
- Developing Common Core aligned algebra unit in conjunction with colleagues from CFN schools
- Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study
- Develop protocols for looking at student work through the lens of surfacing the gap in students understanding of targeted standards
- Teacher inquiry teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
- Creation of targeted extended day program based on the assessment results from simulation
- Lead math teacher will attend the National Council of Supervisors of Mathematics Annual Conference to learn about the effective implementation of the Common Core State Standards and issues surrounding assessment, including implications of curriculum and new technology developments.

May-June

- Weekly common planning focused on revising and further aligning the all grade units of study to the CCLS.
- Weekly common planning focused on the creation of grade units of study for math with a specific emphasis on the mathematical practices
- All students engage in enrichment periods to further develop their ability to be successful with the CCLS units of study.

Strategies to increase parental involvement

- VA uses our online website as a resource center for parents. Tasks, homework and additional resources are available to parents via our www.VANYC.org website.
- VA utilizes a phone blast system and e-mail to contact parents about parent teacher conferences and other important events and information.
- VA employs an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic performance. Parents receive a bi-weekly phone call from advisors and a monthly phone call from content area teachers.
- VA has increased the number of marking periods to five and has added an additional parent teacher conference to allow for ongoing conversations around academic achievement.
- VA hosts multiple workshops that inform parents about the curriculum, Common Core Learning standards, and the instructional shifts outlined by NYC expectations.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: **iZone**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Per session planning for Math curriculum development.
- Per session planning for Professional Development
- Extended Day- Consumable Workbooks
- Per Session Inquiry Teams/Lookingat student work
- Full-time staff developer who works closely with CFN achievement specialist.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Ready New York CCLS Instruction for ELA • REWARDS Program. 	Small Group	<ul style="list-style-type: none"> • One period daily during the school day. • Saturday school. • Afterschool three times a week.
Mathematics	<ul style="list-style-type: none"> • Ready New York CCLS Instruction for MATH • Building fluency in procedural understanding of multiplication, division, subtraction and addition using Math Drills and Mastery Connect. 	Small Group	<ul style="list-style-type: none"> • 2 periods per week • After school three times a week. • Saturday School.
Science	(tied into Literacy)	n/a	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
Social Studies	(tied into Literacy)	n/a	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker	Small Group	

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Informational Sessions to expose potential recruits to our staff culture and expectations.
- Establish professional relationships with collegiate teacher preparation programs.
- Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops.
- Review open market and attend DOE sponsored hiring fairs.
- Connect with potential candidates through CFN human resources manager.

Retention

- Mentorships
- Instructional Coach/Staff Developer
- Providing continuous feedback through formal and informal observations to promote professional growth
- Professional Development (Internal and External)
- Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders.
- Creation of online platforms for professional dialogue, planning and sharing of resources.
- Provide qualified staff with opportunities to develop capabilities for future administrative roles.
- Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support

Assignments/Programming

- Programming teachers to allow for common planning time
- Reduced class size through co-teaching and strategic staffing in tested subject areas (ex. 3 ELA teacher for every 2 classes)
- Distribution of preference sheets to identify teachers preference for subject and/or grade level

Support

- The pupil personnel and payroll secretaries will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines
- Maintain documentation for HQT to remain professionally certified
- Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Elmer Myers	District 27	Borough Queens	School Number 319
School Name Village Academy			

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

Principal Doris Lee	Assistant Principal Joherra Harris
Coach	Coach
ESL Teacher Cesar Aguiar	Guidance Counselor Pamela Mitchell
Teacher/Subject Area John Redding (Math)	Parent Alleyne Hughley
Teacher/Subject Area Cesar Aguilar (Literacy)	Parent Coordinator Kitt Cooper
Related Service Provider type here	Other type here
Network Leader Elmer Myers	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	4
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	277	Total Number of ELLs	40	ELLs as share of total student population (%)	14.44%
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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. 

Village Academy has a system in place to ensure that all of our ELLs are properly identified and that parents understand the options and services available for their children. The parents are given a HLIS when they register their children in English and their native language. Mr. Aguilar our licensed ELS teacher is responsible for administering the HLIS and conducting the initial screening. We have access to translators to interview in a native language if need be. The parent coordinator, guidance counselor and bilingual paraprofessional are trained to assist in this process as well.

An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. Mr. Aguilar the ESL teacher is responsible for administering the LAB-R examination to eligible students and for new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well. Mr. Aguilar also uses the RLAT report to view the results of the annual NYSESLAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instruction. The students who come from a home where language other than English is spoken and who are entitled based on the LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters.

On the basis of the HLIS and the results of the LAB-R administered by Mr. Aguilar parent of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which the program choices are explained. Follow up phone calls and reminders are sent home as well as in person visits by the ESL teacher at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. Parents of students who scored at or above proficiency on the LAB-R are sent a Non Entitlement Letter.

During the first 10 days of school an orientation session is held where parents are provided with an overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners" and watch a orientation DVD.

After reviewing the Parent Survey and Program selection forms for the past few years 2009- Fall of 2011 it indicates that Free Standing ESL program best meets the needs of our student population. All of the parents who were surveyed out of 40 indicated wanted a Free Standing ELS program. In our instruction the main language is English and our instruction is in English. If there are other requests we will then consider creating another program to meet the needs of our ESL students. We will continue to work together as a LAP team to meet the need of our parents based on their choices.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	1	4	16		3	13		7	40
Total	11	1	4	16	0	3	13	0	7	40

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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							22	6	8					36
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	22	6	9	0	0	0	0	37

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

A. Programming and Scheduling Information

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?

Programming Instruction

Our ELL students receive literacy instruction in a grade specific general education class setting with an ELL certified teacher during English Language Arts on a daily in a 90 minute block. It is a co-teaching model with the ELL certified teacher co-teaching with a certified special education teacher. The other students in the class have CTT as their IEP certification. The ELL certified teacher is able to provide small group instruction and scaffold learning appropriate for ELL students. This is the time where ELLS receive explicit instruction.

We ensure that students receive their mandated ESL instructional minutes in a co-teaching model. The certified ELL teacher teaches students for 90 minutes per day in Literacy in a co-teaching classroom. Students in each proficiency level grades 6-8 are receive the 90 minutes of Literacy instruction with the certified ELL teacher each day.

All beginning and intermediate students receive 360 minutes of instruction per week. Advanced learners receive 180 minutes of instruction per week. Planning and instruction are aligned with the ELS and ELA common core learning standards and aligned with classroom literacy units of study. Each unit students complete a common core learning task which are differentiated to meet their needs. Students are assessed for learning using rubrics, checklists, class projects and weekly quizzes. The ESL teacher Mr. Aguilar scaffolds instruction using ESL methodology in the context of the balanced literacy approach in order to make the content comprehensible and enrich language development. Mr. Aguilar uses visuals through technology, manipulatives to support academic vocabulary in mathematics and modeling. Students also have access to an on-line learning program called Imagine Learning and Rewards. Writing is supported with conferences and each student has a portfolio to track their progress with goals set for each unit of study. Fountas and Phinell is used for assessing reading level and growth over time.

Village Academy ensures that ELLs are appropriately evaluated in their native language initially by given the Spanish LAB. For state assessments we order side by side testing materials translated in their native languages. For those students whose language is not available in side by translated version we provide Translators in the native language.

Our instructional plan for our one SIFE student is to provide one-on-one instruction with the support of a bilingual paraprofessional in all subjects. The bilingual paraprofessional travels with our SIFE students to each class. We provide our SIFE student with a early intervention reading program called Wilson. This program teaches phonemic awareness. We also have intervention services in mathematics and writing. Newcomers to our community need to be immersed in language to accomplish this we use the TPR strategies and give them the necessary time to interact with those who are proficient. For our ELLs in U.S. less than 3 years we use Imagine Learning and Rewards which includes reading, vocabulary building, visuals to build a experiential knowledge base. As a result of the NCLB requiring students to take the ELA examination a year after we will be providing them with small group instruction with test taking strategies and continue aligning instruction with the ELA curriculum. Our plan for our ELLs receiving service for 4-6 years is to analyze their NYSESLAT and benchmark assessments such as the Acuity and Rally examinations across content areas and continue to scaffold learning with ELS strategies.

These students continue to receive services based on the CR Part 154 extension of services as will closely monitor their needs and target them with AIS services and differentiation within their special education classes.

A. Programming and Scheduling Information

All of our ELLs with special needs are in a collaborative team teaching class and their IEPs are reviewed to plan goals in order to meet their needs. The ESL teacher works with the collaborative team teacher to plan instruction to meet the needs of each child. Teachers of ELL-SWD's align grade level standards with mainstream class and adapt benchmark, baseline, and interim assessments tasks based on student's needs. Results of these frequent assessment tasks are used to group students. Imagine Learning, Rewards and Wilson aid in phonic, comprehension, vocabulary development for these ELL-SWD. We use ELL scaffolding strategies such as bridging, modeling, contextualizing, schema building, text representation teachers are able to provide students access to grade level academic content areas and accelerate English language development. Our school uses curricular, instructional and scheduling flexibility to meet the needs of the ELL-SWDs within the least restrictive environment. All of our Literacy instruction and the block is departmentalized and teachers have access to differentiated scaffolds to meet the needs of students. Students use books on tape, Ipads, interactive book reading on the computer, peer to peer reading to ensure that content area information is accessed.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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?

All programs are offered in English. Our school offers a range of intervention programs in ELA, math and science focusing on ELLS at risk for not attaining one year growth. Targeted intervention services are given to our 4-6 year subgroup of ELLs mainly targeting students in need of extension of services based on the CR Part 154. These services include extended day in the morning in small groups of students. Student who are Tier One intervention work with our bilingual paraprofessional 4 times a week. For our 4-6 year subgroup who have been designated at risk, the ESL teacher meets with classroom teachers for professional development to work on ELL instructional strategies that support student during other content subject areas.

ELLs who are not meeting standards or proficiency on NYSESLAT are mandated to attend after school classes and Saturday School. All ELLs are invited to attend after school and Saturday School. During after school students receive reading, writing and assist with academic vocabulary through using the IMAGINE Learning and Rewards reading programs. We will also monitor students who are not meeting proficiency on the NYSESLAT through push-in and group work. All of the services are offered in English. All ELLs reaching proficiency will continue to receive the accomodation for ELLs for up to 2 years.

New programs that are offered this year include Wilson and READ 180. These programs teach students reading skills and strategies. We will not discontinue any programs next year however we will offer READ 180 as a pull out class during Gym or Art. We will also use more web-based programs. All ELLs in our building are offered full access to our afterschool enrichment and sports programs. We offer CHAMPS, Life Changing Music, and After School tutoring. All students including ELLs also have access to all school programs. All students participate in classes taught using the workshop model, architecture of a mini-lesson, shared and independent work. In Literacy teachers use modeling, independent and group practice using mentor texts and independent reading texts. We use the Pearson text books with include ELL accomodations to help support students in vocabulary. The Pearson text is accompanied by a web-based program which includes audio reading and pre-reading videos to assist with contextualization. In Mathematics teachers use the Impact curriculum. In social studies teachers teach strategies for reading non-fiction materials. In Science the FOSS kits are used for discovery and investigation. We follow the NY state curriculum in these areas.

Appropriate instructional materials are selected to support ELLs across curriculum areas. They are selected based on the unit of study. When possible materials are selected to reflect the target culture and we utilize technology when necessary. Teachers use the internet, videos and audio versions of text to support ELLs. They also use shared reading, poems and song as well graphic organizers differentiated for students who need across proficiency levels. I-Ready, Curriculum Associates, Pearson, Coach Ready for text materials. Teachers also use Powerpoints to deliver instruction so that students can be provided with images to help with word association. Students also use the READ 180 program which is a web-based program that works on phonics and comprehension. In Math we use Brain-Pop and I-Ready.

Each student reads independent books. We support our students in their native language by providing some sets of books in our classroom library in Spanish. The ESL teacher also uses Spanish cognates in instruction to build vocabulary. There are a variety of services available to all of our ELLs if needed to achieve and maintain a satisfactory level of academic performance corresponding to their age and grade level. These include: guidance, psychology, occupational therapy, physical therapy as well as speech and language services and small group instruction provided by a Special Education Teacher. ESL students receiving special education services in accordance with his/her IEP are also eligible for ESL services as recomendation in the IEP.

All newly enrolled ELL students are invited to attend an informational session. We are a small school so each teacher knows each students name in our school. Each student is placed in a advisory class. An attempt is made to place our ELLs with Mr. Aguilar who is bilingual as well Ms. Steele who is also bilingual. We also offer a ESL class for parents in Spanish through the Office of Adult Education.



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)?

n/a

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.

Professional Development

Teachers also received professional development that empowers them with strategies that they can use to meet the needs of our ELL students along with all of our struggling learners. Along with professional development teachers also observe demonstration lessons that utilize the teaching strategies. Teachers have received professional development on how to effectively implement our reading intervention program READ 180, Imagine Learning and Wilson. They have also received feedback and development from an Aussie consultant. ESL teacher articulates with teachers monthly and provides techniques and strategies to use with ELLs in the mainstream classroom. As a part of school's professional development, 5 sessions will be planned.

Tentative dates and topics are the following:

January 5, 2012 How to design common core learning standard tasks and scaffolds to meet the needs of ELLs

January 19, 2012 How to use vocabulary strategies to help ELLs students with language development

February 2, 2012 How to use READ 180 program to accelerate learning for ELLS

March 8, 2012 How to Support ELLS in Science and Math

March 16, 2012 How to provide ELLS with test taking strategies

In addition, staff member attending hours of Professional Development for Title III will receive credit toward Jose P. The Office of English Language Learners offers professional development opportunities for ESL staff. These opportunities are posted and emailed to staff. Teachers are encouraged to participate in these activities. The ESL teacher also participates in on-going school based as well as professional development provided by the ELL compliance specialists, Protraxx and our network support team. The guidance counselor works with our ESL teacher to help students transition into high school. The ESL teacher and our bilingual paraprofessional also translate information for the guidance counselor about the high school application process.

E. Parental Involvement

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

Parent Involvement

Ongoing parent communication keeps parents in tune with student goals and ways they can help at home. All materials are sent home and are translated by our bilingual para and parent volunteers. Our PTA meets once a month and we have a parent representative who translates all the information into Spanish. We also send out weekly phone blasts with a translation version. We have a family advisory program where a group of students are assigned to a specific teacher which role is to contact our families. Students whose parents speak Spanish are contacted by a family advisor who speaks Spanish.

Available to parents are materials in their native language to explain and clarify information about ELL services. There are two meetings held on in September and one prior to the ELA and NYSELAT examinations in March. Translators will be available on a as needed basis at these meetings. Parent Teacher conferences are held in both the fall and spring and translators are available during these conferences to translate. We have a partnership with the Office of Adult Education and we have been working with them to provide ESL classes for the parents and adults in our community. We have also partnered with the Forestdale Father's Initiative to involve parents in their child's education. We evaluate the needs of the parents by looking at the DOE Parent Surveys, by interviews at parent orientation and registration as well language preference on the blue emergency cards. We have a parent coordinator who is responsible for listenign to our parents and providing them with programs for translation in their preferred language.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSELAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1		1					2
Intermediate(I)							4	2	5					11
Advanced (A)							16	3	5					24
Total	0	0	0	0	0	0	21	5	11	0	0	0	0	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1		1				
	I							4	2	5				
	A							16	3	5				
	P													
READING/ WRITING	B							1		1				
	I							4	2	5				
	A							16	3	5				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	10	2		19
7	3	0	0	0	3
8	5	5	0		10
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessment

We use Fountas and Phinell to assess their specific reading levels as well as a pre-assessment in September. We are provided with insight based on ARIS data in both Math and ELA. We identify the lowest 1/3 of students based on their performance in ELA and Math and then determine which students are ELL in the that subgroup. We have changed our instructional plans to include small groups to meet the needs of our students. We have 9 cycles and in each cycle the teacher focuses on a skill for 2 weeks in ELA or Math and then assesses if students have mastered the skill.

Based on assessment results ELLs are struggling with comprehension particularly context clues and inferencing. After each assessment students review the exam in small groups based on item analysis. Item analysis identifies specific power standards which are addressed in

our small groups. We evaluate the success of our ELL program by the results on the state examinations. We use the Acuity exam and Rally exam to set benchmarks for students to measure progress.

Across proficiency levels according to last year's test data, 25% of moved 1 level on the NYSESLAT. Out of 10 ELLS 13 are proficient. Based on their grades at the end of the school year our ELLs received similar grades. We have far more 6th graders on an Advanced level on the NYSESLAT exam. The scores in the areas of reading and writing are the same on the NYSESLAT. Since the 7th and 8th graders are not scoring as high on the NYSESLAT we will create a afterschool class for 7th and 8th grade ELLs to provide additional support. We will also provide more scaffolded tasks to the 7th and 8th grade.

ELLs do not take assessments in their native language. For our periodic assessment ELLs and the rest of the school population take the Acuity examination. Based on the results 51% of students are projected to receive a level 3 or above on the ELA state examination. The majority of ELL are in the lowest 1/3 which is being addressed by our power standards. The power standards for ELL's in the 8th grade is the skill context clues, 6th grade and 7th grade the identification of plot, setting, conflict in a variety of genres. During small group we will use different instructional strategies to target these skills and then assess after a 2 week cycle if the instructional strategies need to be changed. We also used the RALLY examination as a periodic assessment. A majority of ELLs were not able to complete the examination due to stamina issues. We are learning that our ELL students need support in their writing and listening.

Additional Information

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

Paste additional information here

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		12/18/11
	Assistant Principal		12/18/11
	Parent Coordinator		12/18/11
	ESL Teacher		12/18/11
	Parent		12/18/11
	Teacher/Subject Area		12/18/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: **27Q319** School Name: **Village Academy**

Cluster: **06** Network: **07**

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.

We used parent surveys distributed at the beginning of the school year to determine the families preferred language of communication. Secondly, we cross-referenced the parent surveys with preferred language documented on the student blue cards. Lastly, we reached out to all parents in the first week of school to open the lines of communication. Every teacher called the homes of each of their students to support this effort. All of the parents of our ELL students speak Spanish and one of our parents speaks Chinese. Out of the parents who were surveyed 50% of them indicated that they wanted written materials translated into Spanish. We use our parent volunteers and the bilingual paraprofessional to translate written materials. If parents need oral translation we use our ELL teacher, parent volunteers or bilingual a paraprofessional.

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.

The majority of our ELL students' parents have expressed that their preferred language of communication is Spanish. This information was distributed to the community via blue cards. Each teacher also had access to the parent surveys and were given pertinent information from the surveys. We have shared this information with teachers at our weekly faculty meetings and the ELL teacher communicates with teachers about speaking with families that need translation services.

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 school-wide letters distributed to parents will be translated to Spanish as indicated by our findings. Teachers who want to send information to parents must submit their request in writing at least one week in advance. Translations services will be provided in house by staff and parent volunteers along with software that will be used to translate written communication.

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.

Teachers or personnel who want to conference with parents who speak Spanish must put in a request at least two days in advance. Translations services will be provided in house by staff and parent volunteers. We also have 2 bilingual teachers on staff as well as 1 bilingual paraprofessional who serve as translators.

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 information is sent in both English and Spanish. Family participation and communication is essential to the mission and vision of Village Academy which is why we provided information in a language that our families can understand. We have monthly bulletins and newsletters sent home with vital school information, important dates and events sent out in both languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Village Academy	DBN: 27Q319
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: At Village Academy, the push-in method assists ELL students in content-based subjects, which are Math, Literacy, and Science. Students are receiving support with basic skills without missing any of the main classroom instruction, as the method occurs during classroom instruction. In essence, student learning is accelerating throughout the school year using this method.

During school hours, ELL students also participate in rich instruction geared specifically to their needs. Classes such as Family Advisory, Intervention/Enrichment, and Mastery (Poetry Corner) focus on developing English-language skills in reading, writing, speaking, and listening. ELL students of various levels produce collaborative and individual responses to tasks that foster confidence in their proficiency skills.

Using the ELA and Math data obtained through baseline and interim assessments, we found our ELL students struggle with basic skills in Math and Literacy. The Title III program will provide instruction of basic skills in Math and Literacy, which will be provided during the ELL After School Program. The program will reinforce gains made in the classroom using the Cognitive, Academic, Language, and Learning Approach. This is accessible for all ELL students. The program takes place on Mondays, Wednesdays, and Fridays from 2:45-3:45 PM. The after school program will officially begins Friday, 10/12/12 and continue to the end of the school year. (Students must have permission slips signed before attending any sessions.) Students will extensively focus on developing academic language and proficiency skills that pertain to the units of study in their grade level.

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: We are working with the NYC initiative to provide ELL professional development to our ELL teacher Richard Diaz who will then turn-key instructional strategies to the rest of the teachers providing ELL support to our students. Moreover, our ELL teacher along with our math teachers are receiving ongoing professional development every Thursday for two cycles from Teaching Matters on integrating technology into daily instruction to differentiate for students and increase engagement. As

Part C: Professional Development

part of the Teacher Effectiveness pilot, Mr. Diaz along with all Village Academy staff receive ongoing informal and formal observations around delivering effective instruction as evidenced by the Danielson Competency. Mr. Diaz also participates in common planning and grade team planning on a weekly basis where best practices across content area, grade and population are shared, vetted, and improved as well as the review of student data.

Part D: Parental Engagement Activities

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

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

Begin description here: All documents are sent home in all languages identified in our language surveys to engage all of our parents. All parent workshops have a translator available so that parents can engage in the workshops. We will also be presenting a series of two parent workshops on strategies ELL parents of beginners and intermediate parents can use to support their child at home. Our school website is also a source of engagement for parents and parents can view the entire school website, WWW.Vanyc.org in the language of their choice. We have also updated our report card comments so that they are available in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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