



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: VALIDUS PREPARATORY ACADEMY

DBN: 09X263

PRINCIPAL: JAVIER OCAMPO

EMAIL: JOCAMPO@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Javier Ocampo	*Principal or Designee	
Erika Plumey	*UFT Chapter Leader or Designee	
Elba Vasquez Liz	*PA/PTA President or Designated Co-President	
Henry Ghaney Esmeralda Liz	Student Representative(s)	
Sheila Brazzley	Member/Parent	
Angela Castillo	Member/Parent	
Sylvia Charles	Member/Parent	
Sharlene Payne	Member/Parent	
Myra Barreto	Member/Parent	
Joann Poue	Member/Parent	
Hayley Stineman	Member/Teacher	
Fatimah Grant Hernandez	Member/Teacher	
Myrna Melendez	Member/Teacher	
Carla Lewis	Member/Teacher	
Kiera Foster	Member/Teacher	

** 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 Literacy: Argumentative Writing

Increase students' literacy as measured by diagnostic assessments, Interim assessments, and final assessments (tied to Validus' Student Learning Targets based on CCS). Each grade team will follow 2-6 students using Interim Assessment data. Each student tracked will increase their mastery score on the W1 rubric by at least one point by the end of the year. (Students are regularly evaluated and provided with feedback and next steps using a rubric)

Comprehensive needs assessment

- Prepare students for the new demands of the CCLS.

Instructional strategies/activities

By December: Administered diagnostic and used results to inform instruction on each grade level. Targeted students identified.

We will know we have reached this benchmark because... We will be able to examine diagnostic data as well as look at student writing samples and teacher lessons.

By February: Taught targeted lessons for groups of students around specific needs connected to argumentative writing in order to increase overall writing scores.

We will know we have reached this benchmark because... See an increase (.5) in writing scores of targeted students.

By May: Continue to teach targeted lessons for groups of students around specific needs connected to argumentative writing in order to increase overall writing scores.

We will know we have reached this benchmark because... See an increase (.75) in writing scores of targeted students.

Strategies to increase parental involvement

- Monthly Meetings
- Access to JumpRope (which will give parents access to students' progress on common core tasks)
- Hire a Parent Coordinator to increase communication

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.

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

If other is selected describe here:

Service and program coordination

- Hiring an additional ELA Teacher (Tax Levy)
- School Supplies for students (NCLB funds & STH Funds)
- Fieldwork money (Tax Levy & Title III)
- Team Leader meetings (Tax Levy)

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.

Lesson Planning

All teachers will develop daily lesson plans based on shared instructional practices that meet the needs of all learners at indicated by increase in credit completion for 9th and 10th grade by 5%. Students receive mastery based progress reports that are monitored twice a semester, prior to the final grade.

Comprehensive needs assessment

- The drop in students credit completion in past two years has realized the need to focus on more thoughtful and engaging lessons.

Instructional strategies/activities

By December: All teachers will be meeting regularly to co-plan and/or receive feedback from leadership/coaches. All teachers will have been observed formally or informally at least once. **We will know we have reached this benchmark because...** Coaches will report back on progress and trends in teacher performance. Progress report data will allow us to see percentage of students meeting learning targets.

By February: First semester will demonstrate a 2% increase in credit completion for 9th and 10th grade students.

We will know we have reached this benchmark because... Scholarship report data and data available through Jumprope. Teachers report that they are feeling better supported in creating high quality lessons than ever before.

By May: Student mastery on learning targets in Jumprope shows an increase in mastery.

We will know we have reached this benchmark because... Crew teachers will have evidence that students are more on track to earn more credits than the previous year.

Strategies to increase parental involvement

- Monthly Meetings
- Access to JumpRope (which will give parents access to students' progress on common core tasks)
- Hire a Parent Coordinator to increase communication

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.

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

Service and program coordination

- Hiring an additional Assistant principal with data and instructional background (Tax Levy)
- School Supplies for students (NCLB funds & STH Funds)
- Fieldwork money (Tax Levy & Title III)
- Team Leader meetings (Tax Levy)
- iLearn Licenses (Title III and Tax Levy)

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.

Facilitative Leadership

To increase the number of teachers trained as facilitators so over 50% of staff will be trained as facilitative leaders in order to distribute leadership. All teachers will engage in a teacher facilitated inquiry cycle, intended to improve common practices across grade levels and distribute leadership responsibilities among faculty.

Comprehensive needs assessment

- The school survey data reflects a desire for input from the larger school community.

Instructional strategies/activities

By December: At least 20% of staff trained as facilitative leaders.

We will know we have reached this benchmark because... All teachers participate on teacher teams and understand that they are valuable contributors to the school.

By February: At least 40% of staff trained as facilitative leaders.

We will know we have reached this benchmark because... Teacher team meetings rotate facilitation and a variety of teacher are now volunteering for leadership positions and working to make decisions that affect the whole school.

By May: At least 50% of staff trained as facilitative leaders.

We will know we have reached this benchmark because... Teachers vocalize a renewed commitment to the school community and demonstrate that through their work within teacher teams and other committee work at the school.

Strategies to increase parental involvement

- Monthly Meetings
- Access to JumpRope (which will give parents access to students' progress on common core tasks)
- Hire a Parent Coordinator to increase communication

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.

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

If other is selected describe here: iZone Grant

Service and program coordination

- Facilitative Leadership Training (iZone)
- Instructional Guide (Title I and Tax Levy)
- Team Leader meetings (Tax Levy)

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4.

Culture

Students and staff create and maintain a school-wide culture of achievement, positive character, and engagement that brings the school's character traits and Habits of Scholarship to life for the school community as measured by an increase of 1 point on Progress Report for "School Environment" from 9.1 to 10.1.

Comprehensive needs assessment

- Our most recent School Environment Survey indicated a drop in perceptions of school culture.

Instructional strategies/activities

By December: Created a in house self-evaluation survey to evaluate potential progress in school culture.

We will know we have reached this benchmark because... Survey shared with Instructional Leadership Team.

By February: Made .5 points progress on the in house survey.

We will know we have reached this benchmark because...Survey and results shared with Crews, Instructional Leadership Team and families. Incident reports decrease compared to previous year.

By May: Made .75 points progress on the in house survey.

We will know we have reached this benchmark because... Survey and results shared with Crews, Instructional Leadership Team and families. Incident reports decrease compared to previous year.

Strategies to increase parental involvement

- Monthly Meetings
- Access to JumpRope (which will give parents access to students' progress on common core tasks)
- Hire a Parent Coordinator to increase communication

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.

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

If other is selected describe here: iZone Grant

Service and program coordination

- Instructional Leadership Meetings (iZone)
- Outward Bound Partnership (Title I)
- Team Leader meetings (Tax Levy)
- Fieldwork (Title I and Tax Levy)
- Attendance and Discipline incentives (Title I and Tax Levy)

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	Targeted reading classes for students with demonstrated need as indicated by 8 th grade tests and Scholastic Reading Inventory data.	Personalized learning using Achieve3000.	Class embedded during the school day.
Mathematics	Numeracy and elective math classes, which are reinforcing skills and teaching relevant Algebra content through a different lens.	Small class setting.	Class embedded during the school day.
Science	Extra assistance to student provided through strategic scheduling of Special Education and English Language Learner co-teachers.	Push in	Class embedded during the school day.
Social Studies	Extra assistance to student provided through strategic scheduling of Special Education and English Language Learner co-teachers.	Push in	Class embedded during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crew (advisory) facilitated by all teachers and individual and group counseling facilitated by guidance counselor.	Small class and pull out counseling	Embedded during the school day.

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.

- Partnership with TFA and Peace Corps Fellows around recruitment
- Rigorous Interview process
- Hiring Committee comprised of Principal and staff in consultation with the Network
- Targeted Professional Development by Network
- Bi-weekly meetings between principal, instructional guide and new teachers
- End of semester reflection with teachers in the form of Teacher Led Conferences
- Professional Development for teachers led by partner organization, Expeditionary Learning at both the city and national level.
- Teachers attend National Council of Teaching Mathematics national conference.
- Untenured staff receives 5 or more observations per year using a teacher effectiveness rubric
- Tenured staff receives 2 or more observations per year using a teacher effectiveness rubric
- Teachers conduct peer observation cycles using a teacher effectiveness rubric
- Teachers chose areas of focus for observations
- Untenured teachers receive mentoring
- Untenured staff receives 5 or more observations per year using a teacher effectiveness rubric
- Tenured staff receives 2 or more observations per year using a teacher effectiveness rubric
- Teachers conduct peer observation cycles using a teacher effectiveness rubric
- Teachers chose areas of focus for observations
- Untenured teachers receive mentoring

**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	District 09	Borough Bronx	School Number 263
School Name Validus Preparatory Academy			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	392	Total Number of ELLs	43	ELLs as share of total student population (%)	10.97%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

LL Identification Process

1. Students who are newly enrolled into the New York City school system are screened as per the NYS LEP Identification Process: HLIS is filled out during interview in English and home language; if language spoken at home is other than English, student is assessed with the LAB-R within 10 days of their arrival at the school and then scheduled for services and administered the NYSESLAT in the spring. If the student only speaks Spanish, then they are administered the Spanish LAB-R from Mrs. Martinez and Ms. Jimenez. If the student's home language is English, no testing is administered. If the student scores proficiently on the LAB-R, no services are provided. The NYSESLAT eligibility report is run in April and then students are informed of administration dates and times. We ensure that all four components are administered by scheduling make-up days based upon absence reports in ATS. Also, a Google Doc spreadsheet is maintained by the ESL department listing which students have completed each section of the exam. Students are administered the NYSESLAT until they achieve proficiency. Nadezdah Ribot, the community coordinator, conducts interviews with the ESL teacher present. She is trained in all language identification procedures and is English/Spanish bilingual. Ms. Jimenez is also available for translation purposes. Tara Costanzo and Nancy Martinez conduct all consequent testing and are both certified ESL teachers and trained to administer all necessary tests.
- 2-3. Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. These are conducted by Nancy Martinez and Tara Costanzo (ESL certified teachers). At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and ESL teachers are available for questions and they screen an informational video. Attendance and return rate of surveys have been traditionally low. Interventions to help improve these statistics include scheduling meetings along with the PTA, and offering food, Metrocards and child care to attendees. Parent surveys and program selection forms are kept in the students cumulative file in the main office. If a form is not returned, phone calls are made home, students are reminded to bring them back, forms are mailed home, and as much contact is made with the parent as possible. If a form is not returned, the default program for ELLs is Freestanding ESL as per CR Part 154. Entitlement letters are distributed via mail at the beginning of the year to all students parents. We determine this by the ATS reports which indicates students that did not meet proficiency level on the NYSESLAT. Copies are kept in the ESL department files.
4. The only program offered at Validus Preparatory Academy is Freestanding ESL. As a small school, we do not have the resources to provide other programs. The ESL department does its best to communicate this to parents in English and Spanish so that they can make the best decisions for the education of their children. If a program that a parent chooses is not available at our school, we do our best to find a placement to suit the child. If a majority of parents opt into a program that is not offered, as a school we would implement the program to satisfy parent desires. Continued Entitlement Letters also notify parents of their right to choose.
5. This year, one parent survey was returned and the preference was Freestanding ESL.
6. Since parents do not often return the surveys, program models are based on what we can do best with the staff and schedule we have in place at school. If parents chose alternate programs that are not offered, we would do our best to accommodate their requests or help

them find a placement where they would be satisfied. Validus offers ESL stand-alone classes as well as co-teaching classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In										3	2	2	4	11
Total	0	0	0	0	0	0	0	0	0	5	4	4	6	19

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	11	1	0	6	2	0	26	1	14	43
Total	11	1	0	6	2	0	26	1	14	43

Number of ELLs in a TBE program who are in alternate placement: 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	11	7	11	39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	1		3
TOTAL	0	0	0	0	0	0	0	0	0	12	12	8	11	43

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

ELLs in the 10th grade are programmed heterogeneously with non-ELLs and former ELLs in all subjects. ELLs in the 10th grade are programmed in an ELA class where a certified ESL teacher co-teaches with the general education ELA teacher for 120 minutes per week. ELLs in the 10th grade receive services during this period four times a week, and also receive services during an additional period five times a week where reading, writing, speaking and listening strategies are practiced.

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

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

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

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

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

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

A. Programming and Scheduling Information

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

PROFICIENCY LEVEL

Beginner	Intermediate	Advanced
Co-teaching and sheltered instruction (40 minutes/class) = 540 minutes/week	(9 classes/week) x 42 min	(13.5 classes/week) x
(40 minutes/class) = 360 minutes/week	(5 classes/week) x 42 min	
(40 minutes/class) = 200 minutes/week		
Total minutes/week 540 minutes/week		
360 minutes/week		
200 minutes/week		
Required minutes/week 540 minutes/week		
360 minutes/week		
180 minutes/week		

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

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

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

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

For ELLs receiving 4-6 years of services, we concentrate on improving academic language so that students can be self-sufficient in the

A. Programming and Scheduling Information

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

Special needs ELLs are serviced in small groups and larger classroom settings with general education ELLs. Special needs ELLs are integrated as often as possible into the mainstream classroom to foster positive social language skills, as well as academic. All ELLs are provided with as much Native Language support as is possible while keeping staffing and scheduling conflicts in mind. Students are programmed in NLA classes on a semester to semester basis. They receive NLA support that focuses on literacy strategies in native language texts. The support also focuses on native culture.

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

Units of Instruction Received by ELLs

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

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

6. Students who have reached proficiency on the NYSESLAT are scheduled as often as possible into classes that receive co-teaching services. They also continue to receive testing modifications, such as extended time and translations for two years after achieving proficiency. These students are also eligible to attend any additional support services they would like or require. The Special Education department meets weekly to review IEP changes and ensure that all students are receiving services including ESL.

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

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
Native Language Arts	0
Social Studies:	0
Math:	0

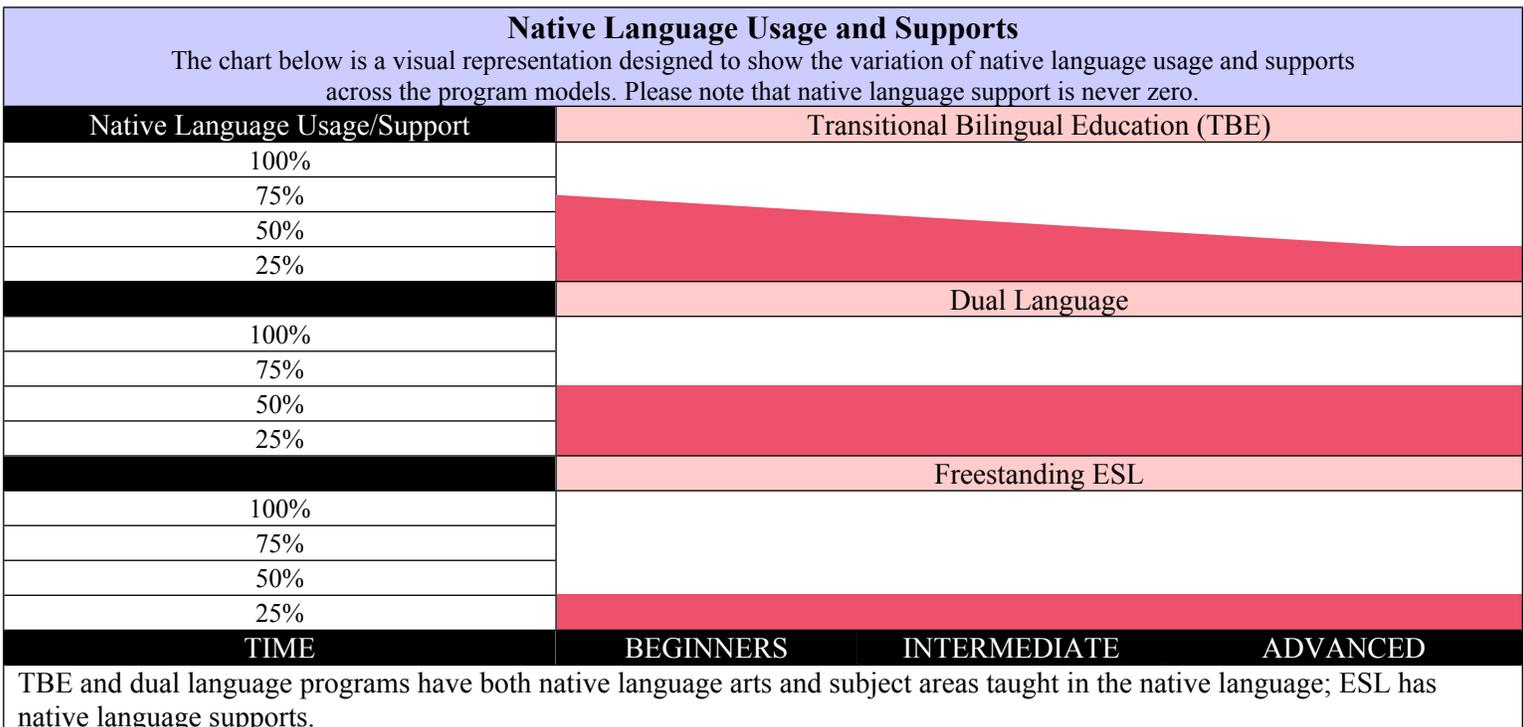
Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0

Science:	0

0	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
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



B. Programming and Scheduling Information--Continued

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

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

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

10.

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

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

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

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

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

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

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

- o Libraries are stocked with books on multiple levels to appeal to all proficiency levels.

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1-3. Ms. Nancy Martinez (ESL teacher) has participated in professional development courses sponsored by Region 1, as well as the Institute for Student Achievement. Ms. Tara Costanzo and Ms. McFarlan are receiving support from the network ELL specialist as first and second year teachers in addition to attending professional development opportunities. Moreover, many other teachers have attended professional development workshops (The High School Institute, Reading I, and Writing I) hosted by Expeditionary Learning Outward Bound. All teachers are able to attend. Outward Bound provides a school model we're currently implementing called Expeditionary Learning (EL). In their words, "EL is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork." They offer a hands-on philosophy of education and put theory to practice by facilitating cross-curricular design meetings as well as professional development workshops that promote among other things, ELL best practices. The network provides PD for all support staff on-site and off-site. Outward Bound provides PD on-site and off-site for all support staff. The network provides monthly PD to all support staff in the school. Validus provides weekly PD to all admin and teaching staff via a school based instructional guide who meets with grade teams weekly as well as all staff to determine classroom needs and provide solutions during our common planning time and one on one meetings as needed. Whole school professional development includes literacy strategies, assessment of students comprehension levels in reading and writing. Interim assessments help us see movement. The school leadership team has implemented literacy based goals. All ESL levels are shared with staff. All staff is supported by the 411 network and the guidance counselor is supported by the network. Content teachers are encouraged to attend QTEL professional development workshops tailored to the content areas they teach. Finally, best practices for ELLs are intermittently turn-keyed during in-house professional development meetings and during common planning meetings on Wednesday afternoons. The ESL teachers also have a Professional Development period built into their schedules for other teachers in the school to get individualized assistance in implementing ESL methodologies into their practice. The ESL teachers are also available via email or general preps to provide support to classroom teachers. These efforts combined would satisfy the 7.5 hours of mandated PD for teachers. Binders are kept which archive all professional development sessions and is maintained by the instructional guide. Additionally a google doc spreadsheet is maintained with all agendas for weekly professional development.

E. Parental Involvement

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

1-4. Validus has several procedures in place to ensure parents of ELLs are involved in the school culture. At this time the school does not partner with other agencies or Community Based Organizations. Frequent communication about school policies, news, and events is translated. Several staff members are fluent in Spanish and are utilized when teachers need to speak with parents. Certified translators are hired for parent teacher conferences and other school events. At this time we do not have a parent coordinator. Parents are also included throughout the year in activities and parent involvement initiatives. There are monthly parent meetings held with translators available at all times. Additionally, ELL parents are invited to join the School Leadership Team. Moreover, the staff seeks information about parents' lives (e.g., cultural heritage, socio-economic background, literacy level, and household composition). Teachers listen to parents concerns while also focusing on the strengths families bring to the community, such as language and culture. Finally, homework assignments and projects sometimes require students to interact with parents and family. Parents are also invited to the school once each semester to participate in Student-Led Conferences. During these conferences, students showcase work they have done throughout the semester and highlight how they have achieved specific learning targets. At these conferences, parents, teachers and students engage in conversations about how everyone's needs are being met and what adjustments can be made. Parents receive rubrics during the conference are allowed to comment and grade the presentations. All comments are consolidated to create the students final score.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		3	
Integrated Algebra	24		4	
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	26	4	6	3
Physics				
Global History and Geography	15	3	2	
US History and Government	13	4	2	
Foreign Language	13		13	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Early literacy skills are not assessed as it is not applicable at the high school level. What is revealed by the data patterns across proficiency levels and grades is that are students lacking literacy skills. The patterns revealed will affect instructional decisions by driving literacy based interim assessments, school wide literacy initiatives, and teaching literacy skills during common planing time. All teachers are involved in creating interim assessments and our instructional guide provides us with critieria for best practices to support students. Department teams work to detrmine content success and inform all teachers of their analysis during common planning. Students are faring well in Science and English in the 9th and 11th grade, respectively. Students struggling in other content areas are given additional support with an ESL teacher. All students are given the option of completing exams in their native language and all but 4 opt to take it in English. The preiodic assessments help drive school goals in the school leadership team and provides the instructional guide with professional development topics for the teachers. We are learning that their literacy skills are low and need to be improved. The native language is used for translation purposes. Regents prep materials are being purchased in the native language to support the native speakers. We analyze Regents passage rates and NYSESLAT improvements and group students by levels in their programs with support where needed.

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.

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

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

Program Objectives

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

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

Also, many students are considered "long-term ELLs." These students, who may have struggled to acquire English, while also learning through English, may not fully grasp some key academic concepts addressed in previous curriculum. Similarly, students who have attended

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

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

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

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

Regents data suggest that the ELLs are struggling in Global, and need a bit more support in Living Environment. The Math A scores were consistent with the school average. Co-teaching support will be concentrated in subject areas that culminate with a Regents exam. Also, students proved to prefer taking the exams in English rather than their native languages, but were able to use both exams to aid them, as well as a translation dictionary. Oral translators are used for students who speak languages in which the Regents exams are not available. In addition to Regents and NYSESLAT data, regular interim assessments are also administered to students. Once these tests are scored, the data is plotted and analyzed. Inquiry teams study this data and design interventions, such as the ones described above, to help improve student achievement. Each ESL teacher is a member of an Inquiry Team.

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

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

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

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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: Validus	DBN: 09x263
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
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 checked="" 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: 46 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

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: Based on reading assessments conducted in September 2012, students literacy skills are below grade level. Students in grades 9 - 12 will be served. Subgroups will be students which scored at level one on their 8th grade ELA assessment. Students will work on their literacy skills using Achieve3000. They will use the program three times a week for one hour after school 3:30 - 4:30 PM. There will be no AM program. Three teachers will serve the students, two ELL teachers and one ELA teacher. We plan on offering 45 sessions during the remainder of the school year. Instruction will occur in English. Our target population is 15 intermediate and 5 advanced in a class. Content will be differentiated and reading levels should increase after continued use of the program. Materials required will be laptops.

Part C: Professional Development

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

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

Begin description here: Rationale for PD topics - our population struggles with literacy skills. Our PD is designed to support and create better readers and writers. School wide professional development includes, creating lessons linked to the common core standards, creating valid assessments, increasing literacy skills across the content, differentiation and scaffolding instruction, using data to inform instruction, and looking at student work for patterns and trends.

School wide professional development for all teachers is led by our instructional guide and our Outward Bound school designer. It occurs weekly for one hour with all staff, in addition to twice weekly grade team meetings, once weekly department meetings and content related meetings the first and third Monday of each month.

Teachers will be trained on Rosetta Stone and Achieve3000 by an ESL certified teacher to utilize the systems most effectively specifically for the Title III programs. One ELA certified teacher will be provided training on an ongoing basis as needed specifically to work with the system. Topics to be covered are navigating the system, setting up students accounts, troubleshooting and reporting. Instruction will be provided by in house staff.

Part D: Parental Engagement Activities

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: Improving parental language skills improves student achievement. Validus will provide access to Rosetta Stone for parents after school to improve the language skills of the parents. The class will cover grammar, speech, reading and writing in English. Services will be offered by a certified ESL instructor. Classes will be offered to parents We will offer 26 sessions on Tuesdays and Thursdays from 3:30 - 4:30. Parents will be notified via letters home and through PTA meetings.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		