



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** VILLAGE ACADEMY  
**DBN (i.e. 01M001):** 27Q319  
**Principal:** DORIS LEE  
**Principal Email:** [DLEE9@SCHOOLS.NYC.GOV](mailto:DLEE9@SCHOOLS.NYC.GOV)  
**Superintendent:** MICHELE LLOYD-BEY  
**Network Leader:** ELMER MEYER

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Doris Lee	*Principal or Designee	
Christina Dessources	*UFT Chapter Leader or Designee	
M. Griffin	*PA/PTA President or Designated Co-President	
M. Carnacchio	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
M. Hamilton	Member/ Assistant Principal	
J. Harris	Member/ Assistant Principal	
S. Deleon	Member/ Parent	
W. Bailey	Member/ Teacher	
C. Schuerlein	Member/ Teacher	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will effectively implement the NYC instructional expectations and increase teacher effectiveness by 75% as evidenced by Danielson rating and student performance data.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is set to implement the Citywide Instructional Expectations for 2013-2014 to strengthen teacher practice through frequent formative observations. Through the collection of informal observation data focused on evaluating student engagement. With the date of informal observations, along with teacher reflections, and ongoing discussion we decided that through technology we will focus on Component 3c: Engaging Students in Learning.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Workshops that include: the Workshop Model, Universal Design for Learning, Effective Questioning, rigor, the Danielson rubric and feedback development.
2. Training for administration and teachers in Measures of Teacher Performance and the rating system
3. Teacher participates in learning communities facilitated through administration and Office of Teacher Effectiveness.
4. Identify teachers development needs monthly based on the results of the observational process

#### B. Key personnel and other resources used to implement each strategy/activity

1. We will utilize multiple funding sources to provide ongoing professional development and provide for coverages while teachers are attending professional development.
2. We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan.
3. We will create a schedule to allow for a Demonstration teacher and a Peer instructional coach in math and literacy which also allows for inter-visitation.
4. Administration will conduct observations to assess teachers' progress in reaching the goals outlined during professional development.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Professional development
2. Perform informal observations and formal observations based on options chosen by individual teachers.
3. Best practice showcase by pedagogical staff each month during faculty conference and during common planning.
4. Teachers will receive at least 2 hours of professional development per month on the domains and components of the Danielson Rubric. Teachers will submit artifacts which exemplify teaching effectiveness.

#### D. Timeline for implementation and completion including start and end dates

1. Results of the observational process will be summarized monthly and reviewed by the Cabinet Members. September-June
2. Teachers will be observed at least 4-6 times through the course of the academic year as outlined by teacher selection rules. September-June
3. Every week teachers will participate in collaborative planning with grade and content team members. September-June
4. Weekly snapshots and observations will be conducted for teachers to assess their comfort level and skill at implementing effective instruction. September-June

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session planning for curriculum development.
2. Per session planning for Professional Development. Per Session Inquiry Teams/Looking at student work.
3. Extended Day and After School Enrichment.
4. Full-time staff developer who works closely with CFN achievement specialist.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

As we work to strengthen teacher practice we are creating opportunities for parents to engage in discussions with teachers through the use of Village Academy website and blogs. Parents are able to email teachers to check on student progress. In February we will administer a mock parent school environment survey to gather data on parent perception of teacher effectiveness. We will also host a curriculum night in conjunction with the February Parent Teacher Conference Night to educate parent on how to assess their child's opportunities to interact with their teachers and peers through questioning and discussion.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will implement a rigorous CCLS aligned math curriculum that increases student progress for the lowest third of the student population by 5% including special education and ESL students.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- This goal is set to implement the Citywide Instructional Expectations for 2013-2014. As a new school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered baseline assessments and have carefully considered the results as we plan our units of study.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
2. Lead teacher will attend the Math Coach meetings given by CFN 607.
3. Re-aligned scope and sequence based on the latest NYS assessment information.
4. Implemented a Common Library task to introduce students to the academic expectations of the common core.
5. Studied and developed resources from the lead organizations such as: EngageNY, Illustrative Mathematics, CMP3, Math Playground and IXL
6. Integrate the Polyvision technology into daily lessons with web-based interactive activities.
7. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
8. Implemented stations activities to pilot Common Core sample questions.
9. Scaffolding CCLS task to support students ability to independently solve extended response questions.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. We will use our NYSTL funding to purchase the NYC approved math curriculum.
2. We will utilize multiple funding sources to provide ongoing professional development and provide for coverages while teachers are attending professional development.

3. We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan.
4. We will create a schedule to allow for a Demonstration teacher and a Peer instructional coach in math and literacy which also allows for inter-visitation.
5. Teacher content leaders will turn-key professional during faculty professional development and content area meetings.
6. Teachers will collaboratively share and learn the technology to maximize its potential for classroom instruction.
7. Teachers will teach small groups of students (8-10) before and after school for per-session.
8. Administration will conduct observations to ensure the seamless integration of stations within the classroom.
9. External and internal professional development will help to support the instructional CCLS tasks.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Creating CCLS exemplars to demonstrate successful completion of a CCLS task.
2. All students participate in the extended day program which will focus on study skills and organization.
3. Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
4. Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.
5. Implementation of the Common Core grade task bundles from the Common Core Library.
- 5b. Developing Common Core aligned algebra unit in conjunction with colleagues from CFN schools.
6. Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study.
7. Develop protocols for looking at student work through the lens of surfacing the gap in students understanding of targeted standards. Teacher inquiry teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
8. Creation of targeted extended day program based on the assessment results from simulation.
9. Lead math teacher will attend the National Council of Supervisors of Mathematics Annual Conference to learn about the effective implementation of the Common Core State Standards and issues surrounding assessment, including implications of curriculum and new technology developments.

**D. Timeline for implementation and completion including start and end dates**

September-December

1. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
2. Lead teacher will attend the Math Coach meetings given by CFN 607
3. Re-aligned scope and sequence based on the latest NYS assessment information
4. Implemented a Common Library task to introduce students to the academic expectations of the common core
5. Studied and developed resources from the lead organizations such as: EngageNY, Illustrative Mathematics, Math Playground and IXL
6. Integrate the Polyvision technology into daily lessons with web-based interactive activities.
7. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
8. Implemented stations activities to pilot Common Core sample questions
- 8b. Scaffolding CCLS task to support students ability to independently solve extended response questions
- 8c. Creating CCLS exemplars to demonstrate successful completion of a CCLS task.
9. All students participate in the extended day program which will focus on study skills and organization.
10. Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
11. Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.

January-April

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

May-June

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

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session planning for Math curriculum development.
2. Per session planning for Professional Development
3. Extended Day- Consumable Workbooks
4. Per Session Inquiry Teams/Lookingat student work
5. Full-time staff developer who works closely with CFN achievement specialist.
6. Small after-school math groups
7. Engrade communication and data input
8. SchoolNet data input and analysis
9. Advance
10. ARIS Learn

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

NYC expectations.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will implement a rigorous CCLS aligned literacy curriculum that increases student progress for the entire student population by 5% including special education and ESL students

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is set to implement the Citywide Instructional Expectations for 2013-2014. Our school has built a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the ELA baseline assessment (MOSL) and have carefully considered the results as we plan our units of study.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

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

**B. Key personnel and other resources used to implement each strategy/activity**

1. We will use our NYSTL funding to purchase the NYC approved literacy curriculum.
2. We will utilize multiple funding sources to provide ongoing professional development and provide for coverages while teachers are attending professional development.
3. We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan.
4. We will create a schedule to allow for a Demonstration teacher and a Peer instructional coach in math and literacy which also allows for inter-visitation.
5. Small groups will be offered before and after school by teachers in ELA and Math to help students achieve proficiency.
6. Teachers will implement the workshops as directed and will assess the impact by looking at data from individuals and classes.

7. Staff from TASC, Harvard Edlabs, and the YMCA will supervise and provide student instruction, tutoring, etc.
8. Engrade will be the program utilized to hold all accountable to the Master Grading Policy.
9. All administrators will be involved in the observation process, utilizing the training provided by teacher effectiveness, Talent Coaches, and the Advance Website for tracking of teacher ratings.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
2. Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.
3. Creation of ELA tracking system to track students' progress towards individual key instructional standards.
4. Teacher Inquiry Teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
5. All students attend extended day which will focus on test sophistication, close reading of text and evidence-based argumentative writing.
6. School-wide assessment in literacy under real testing conditions (including all modifications).
7. School-wide analysis of literacy assessment (Ready New York -CCLS Practice) results and surfacing the gaps in students understanding
8. Creation of targeted extended day program based on the assessment results from simulation.
9. Weekly common planning focused on revising and further aligning the 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> grade units of study to the CCLS and on the creation of 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grade units of study with a specific emphasis on writing across curriculum content.

**D. Timeline for implementation and completion including start and end dates**

September-December

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

January-April

11. Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study.
12. Staff Developer/ESL to attend Creative School Services workshop series around "Text Dependent Questioning and Discussions" and "Close Reading of Texts".
13. Teacher Inquiry Teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.

14. All students attend extended day which will focus on test sophistication, close reading of text and evidence-based argumentative writing.
15. School-wide assessment in literacy under real testing conditions (including all modifications).
16. School-wide analysis of literacy assessment (Ready New York -CCLS Practice) results and surfacing the gaps in students understanding
17. Creation of targeted extended day program based on the assessment results from simulation.

May-June

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

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session planning for ELA curriculum development.
2. Per session planning for Professional Development
3. Extended Day-Literacy Consumable Workbooks
4. Per Session Inquiry Teams/Looking at student work
5. Full-time staff developer who works closely with CFN achievement specialist.
6. Independent Reading Libraries
7. Specialized schedules for 6<sup>th</sup> graders involved in ExpandedED
8. Engrade
9. SchoolNet
10. Advance and ARIS Learn

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will create and implement a CCLS aligned curriculum in humanities and science, which will increase student progress by 5% as evidenced by student assessment data.

### ***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- This goal is set to implement the Citywide Instructional Expectations for 2013-2014. As a new school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Social Studies and Science Baseline Assessments (MOSL) and have carefully considered the results as we plan our units of study.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
2. Lead teacher will attend professional development to turn-key to teachers in the content department.
3. Re-aligned scope and sequence based on the latest NYS assessment information
4. Implemented a Common Library task to introduce students to the academic expectations of the common core
5. Studied and developed resources from the lead organizations such as: EngageNY, Urban Advantage
6. Integrate technology into daily lessons with web-based interactive activities.
7. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing literacy tasks aligned to Common Core Units of Study as Humanities and Science rely heavily on literacy skills.
8. Implemented stations activities to pilot Common Core sample questions
9. Scaffolding CCLS task to support students ability to independently solve extended response questions
10. Creating CCLS exemplars to demonstrate successful completion of a CCLS task.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. We will utilize multiple funding sources to provide ongoing professional development and provide for coverages while teachers are attending professional development.
2. We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan.
3. We will use scheduling to add an additional period of humanities and science to each grade.
4. We will have teachers plan the presentation and communication of the tasks and the parameters for students' effective completion of the chosen task.
5. Administration and content area lead teachers will organize initiatives based on the structure of the instructional programs and frameworks.
6. We will apply professional development information to properly incorporate the technology into daily lessons.
7. Small groups before and after school will be provided tutoring.
8. We will have practice sessions to develop the stations and make them as efficient as possible.
9. We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan.
10. We will apply professional development information to properly incorporate the technology into daily lessons.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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

5. Weekly common planning focused on revising and further aligning the all grade units of study to the CCLS.
6. Weekly common planning focused on the creation of grade units of study for humanities
7. Monthly meeting the School Leadership Team to discuss systems and instructional milestones.
8. Modeling of the stations with teachers so that classroom practice will reflect teacher training.
9. Weekly meetings with the Instructional Leadership Team will determine the effectiveness of the planning and student progress.
10. Evaluation of student achievement with the tasks given and appropriate shifts to meet the needs of students.

**D. Timeline for implementation and completion including start and end dates**

\*\*Assessments to gauge the effect of the strategies will be planned on a monthly basis

September

1. Implemented stations activities to pilot Common Core sample questions
2. Scaffolding CCLS task to support students ability to independently solve extended response questions
3. Creating CCLS exemplars to demonstrate successful completion of a CCLS task.

Year-Round

4. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
5. Lead teacher will attend professional development to turn-key to teachers in the content department.
6. Re-aligned scope and sequence based on the latest NYS assessment information
7. Implemented a Common Library task to introduce students to the academic expectations of the common core
8. Studied and developed resources from the lead organizations such as: EngageNY, Urban Advantage
9. Integrate technology into daily lessons with web-based interactive activities.
10. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing literacy tasks aligned to Common Core Units of Study as Humanities and Science rely heavily on literacy skills.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session planning for curriculum development.
2. Per session planning for Professional Development
3. Extended Day- Consumable Workbooks
4. Per Session Inquiry Teams/Looking at student work
5. Full-time staff developer who works closely with CFN achievement specialist.
6. Independent Reading Libraries
7. Specialized schedules for 6<sup>th</sup> graders involved in ExpandedED
8. Engrade and SchoolNet
10. Advance and ARIS Learn

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- VA uses our online website as a resource center for parents. Tasks, homework and additional resources are available to parents via our [www.VANYC.org](http://www.VANYC.org) website.
- VA utilizes a phone blast system and e-mail to contact parents about parent teacher conferences and other important events and information.
- VA employs an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic performance. Parents receive a bi-weekly phone call from advisors and a monthly phone call

from content area teachers.

- VA has increased the number of marking periods to five and has added an additional parent teacher conference to allow for ongoing conversations around academic achievement.
- VA hosts multiple workshops that inform parents about the curriculum, Common Core Learning standards, and the instructional shifts outlined by NYC expectations.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #5**

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 #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will increase parental involvement by 10% as evidenced by parent participation in school conferences and workshops.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is set to implement the Citywide Instructional Expectations for 2013-2014. Our school is based on the premise that parental involvement is crucial to community and environment that directly affects student achievement. Through communication and implementation of feedback given through information obtained from parents, we will achieve a combined effort, from both school and home, to build a more well-rounded academic culture for our students.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Communication via letters, phone, email, and grading systems to make parents aware of events, activities and initiatives designed to improve our current instructional programs.
2. Curriculum night
3. Parent-Teacher Conferences
4. Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
5. Middle School Open House
6. Fathers Bring Your Child to School Day
7. Cook outs and March Madness School Fair
8. Clothing Give-Aways and Canned-food drives
9. Life Changing Music (LCM) Concerts
10. Student of the Month activities to showcase students' achievement and maintain parental interest and involvement
11. Ensuring that parents will have access to interpretation services in order to effectively communicate with limited English speaking parents

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Will utilize Title 1 funding to deliver parent workshops.
2. We will use Title 1 funding to translate all documents in to home language.
3. We will use Fair Student funding to maintain a school website and online grade-book accessible by parents.
4. Parents and students will be presented with information on school activities, both academic and social.
5. Parents, teachers, school staff, parent coordinator will attend

6. Fathers or other male figures will be invited to the school library and given strategies for involvement and the benefits.
7. Basketball tournament, photo-taking, dancers, performers, and music while parents take surveys during March evening event to increase involvement.
8. Organizations are solicited for clothing and then given to students. Advisors communicate with students.
9. Students are invited to participate in singing, rap, and music production in our state-of-the-art music studio.
10. Parents, teachers, and staff gather to celebrate academic excellence.
11. Dual-language staff are available as well as DOE translation services.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Parent surveys
2. Parent invitations to respond with critique of events to improve the protocol and structure of events offered for their participation.
3. Translate and interpret written and verbal communication on a consistent basis for information related to the student-centered initiatives.
4. Survey of parents to attain the preferred method of communication to involve as many parents as possible
5. Maintenance of attendance logs for events
  
6. Open-door policy for parent visitation
7. Surveys for participants and memorialized pictures and videos of events
8. Clothing is distributed to students and families during events.
9. All events, including open school, academic celebrations, and parent meetings are accompanied by the most current Village Academy musical CD
10. Parent feedback (verbal and written through email, Engrade, and phone
11. Accounting of parent visits and listed events

**D. Timeline for implementation and completion including start and end dates**

September-June

1. Communication via letters, phone, email, and grading systems to make parents aware of events, activities and initiatives designed to improve our current instructional programs.
2. Events such as Fathers Bring Your Child to School Day
3. Cook outs and March Madness School Fair
4. Clothing Give-Aways
5. Canned-food drives
6. Life Changing Music (LCM) Concerts
7. Student of the Month activities to showcase students' achievement and maintain parental interest and involvement
8. Ensuring that parents will have access to interpretation services in order to effectively communicate with limited English speaking parents
9. Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved
10. Data analysis of parent participation
11. Data analysis of parent feedback

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Phone Blast Technology, mail, Engrade
2. Communication with Parents Association via Parent Coordinator
3. School Leadership Team meetings
4. Honor Roll Assemblies during/after school
5. Student of the Month assemblies
6. Student ELA and Math Competitions with parent invitations
7. Parent feedback sessions after events
8. Parent volunteers signed up for school events, dances, et al.
9. Fundraising
10. Parent coordinator and administration conduct analysis of participation
11. Parent coordinator and administration conduct analysis of feedback

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Ready New York CCLS Instruction for ELA</li> <li>• REWARDS Program.</li> <li>• Middle School Quality Initiative (MSQI)</li> <li>• ExpandedED Program</li> </ul>	Small Group	<ul style="list-style-type: none"> <li>• One period daily during the school day.</li> <li>• Afterschool daily.</li> </ul> Daily
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Ready New York CCLS</li> <li>• Gap App Challenge</li> </ul> Instruction for MATH Building fluency in procedural understanding of multiplication, division, subtraction and addition using Math Drills and Mastery Connect.	Small Group	<ul style="list-style-type: none"> <li>• Daily</li> <li>• After school daily.</li> </ul>
<b>Science</b>	(tied into Literacy)	N/A	<ul style="list-style-type: none"> <li>• 2 periods per week on Wednesdays</li> </ul> 100 minutes extended day per week on Tuesdays and Wednesdays
<b>Social Studies</b>	(tied into Literacy)	N/A	<ul style="list-style-type: none"> <li>• 2 periods per week on Wednesdays</li> </ul> 100 minutes extended day per week on Tuesdays and Wednesdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Social Worker and Project Hope/Serve Counselors	Individual and Small Group	Daily

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Recruitment

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

Retention

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

Assignments/Programming

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

Support

- The pupil personnel and payroll secretaries will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines
- Maintain documentation for HQT to remain professionally certified

Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development will be provided to teachers by representatives from the Teacher Incentive Fund to support our Peer Intervention Coach, a representative from Teacher Effectiveness to provide training and opportunities to teachers regarding the Danielson Rubric and teacher ratings. Teacher development in a variety of areas takes place every Wednesday for a period of 45 minutes and every first Wednesday of each month for 75 minutes. Professional Development will train teachers in the effective and comprehensive use of the following technological systems as well:

- Engrade- on-line grading program for tracking academic and social/behavioral trends),
- SchoolNet- a database and program to track data from periodic, exams to inform subsequent professional development sessions and classroom instruction),
- Castle Learning-an on-line program designed for students to access learning materials and practice ELA and Math content).
- Tenmarks and CMP3 (for math teachers)
- Behavior management
- Administration and proctoring of examinations

Advance, MOSL, and Danielson training

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our funding of programs such as Life Changing Music, Project Hope and Project Serve (Educational Consultants) are utilized to provide enrichment activities for students. Students in Temporary Housing receive Metro Cards and other help to alleviate hardships.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Through the analysis of SchoolNet and the data that is uploaded from periodic assessments and mock exams, teachers will be able to determine specific and detailed instructional approaches to content for individual students via item analysis, class-wide data, grade-wide trends, and school-wide perspectives. Engrade will also be a useful tool for data input that will enable effective decision-making for instructional shifts and methods of teaching practice.

**TA Schools Only**

**Use of Program Resources**

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

N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>27</b>	Borough <b>Queens</b>	School Number <b>319</b>
School Name <b>Village Academy</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Doris Lee</b>	Assistant Principal <b>Joherra Harris</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mr. Diaz</b>	Guidance Counselor <b>Pamela Mitchell</b>
Teacher/Subject Area <b>Melissa Veltre (Math)</b>	Parent <b>Lamont Griffin</b>
Teacher/Subject Area <b>Mr. Diaz (Literacy)</b>	Parent Coordinator <b>Kitt Cooper</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Elmer Myers</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers currently teaching in a bilingual program <u>not</u>	<b>0</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>325</b>	Total number of ELLs	<b>43</b>	ELLs as share of total student population (%)	<b>13.23%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							1	1	1					3
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	2
SIFE	4	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	3		22	1	2	12			43
Total	9	3	0	22	1	2	12	0	0	43

Number of ELLs who have an alternate placement paraprofessional: 2

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	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							16	9	15					40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	0	0	0	0	0	0	17	10	16	0	0	0	0	43

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							4	1	2					7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	4	6					13
Advanced (A)							11	5	7					23
Total	0	0	0	0	0	0	18	10	15	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B									1				
	I								2					
	A							7	4	9				
	P							9	1	5				
READING/ WRITING	B							1	1	1				
	I							6	2	1				
	A							9	3	13				
	P								1					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	3			15
7	10				10
8	13	1			14
NYSAA Bilingual (SWD)					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	13		4						17
7	7		3						10
8	12		2						14
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		11		17				35
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

For our 6<sup>th</sup> grade population we use the DRP reading assessment as a part of the MSQI Literacy Grant that we received this school. This grant allowed us to extend our school day until 5:30 p.m. and include parallel reading block for all 6<sup>th</sup> graders. During the literacy block based on the results of the DRP assessment administered in September students receive intervention. Students who need basic word recognition, spelling and phonics receive instruction in a 12:1 ratio using the Wilson Program Just Words, this program is for students who are far below reading level. For students who are below grade level we use the REWARDS program which is a phonics program to help students identify high frequency academic vocabulary. Students who are on-level participate in book groups. During afterschool 40% of our 6<sup>th</sup> graders receive small group tutoring through the Harvard Ed Lab which was also provided through this grant. Our 7<sup>th</sup> and 8<sup>th</sup> grade students are assessed using Fountas and Pinnell and the online Performance Series and the state ELA scores from the prior school year. Based on the data our ELL students are struggling with vocabulary and reading comprehension. All of our ELL students receive pull-out and push-in services. For pull-out instruction students receive instruction using the REWARD program and for push-in services students receive extra support with comprehension. We have also added the Word Generation program to support students to acquiring vocabulary.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT. The results of our NYSESLAT and LAB R exams for the past two years has shown that majority of our students' scores tend to fall in the intermediate bracket, but develop to the level the following year in the areas of listening/speaking and reading/writing. Concentration on all four modalities is essential in our curriculum. The Principal, Assistant principal and licensed ESL teacher is involved in instructional decisions from the patterns of NYSESLT and LAB-R exam results.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Keeping track of NYSESLAT modalities allows us to analyze student progress and enhance planning instruction. Our data reveals that ELLs need support in all four modalities with the emphasis of reading/writing. Our school uses Annual Measurable Achievement Objectives to place goals for awareness and development of skills. We strive for academic language development. Our school uses the Annual Measurable Achievement Objectives to place goals of awareness and development for teacher planning.

4. For each program, answer the following:
  - a. 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The staff at Village Academy is provided data to identify ELLs and exhibit awareness of skill levels through all four modalities of the NYSESLAT. Through weekly meetings teachers discuss methods and practices to differentiate in supporting academic development within instruction, while aligning to common core standards
7. 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?
    - a. According to the NYSESLAT our ELLs progress in each modality on an annual basis. Students tend to reach proficient level in listening and speaking. Students need emphasis on developing skills in reading and writing.
    - b. The school Leadership team and teachers use Periodic assessment to target specific skills for students to develop in order to be successful in their academics. Continued progression of developing the native language in all four modalities is essential.

c. Through periodic assessment the school is learning aspects of targeting lessons that adhere to students needs. Development of reading and writing skills is cohesively developed through listening and speaking. Which in terms allows specification on developing specific academic skills.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs through progress reports, achievement of student goals, Fountas and Pinnell, REWARDS (Reading, Excellence, Word, Attack, Rate Development Strategies) and additional school exams to monitor students' skill levels. We are able to monitor growth and continue to plan for effective instruction.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Village Academy has a system in place to ensure that all of our ELLs are properly identified and that parents understand the options and services available for their children. The parents are given the Home Language Identification Survey (HLIS) when they register their children in English and their native language. Mr. Diaz our licensed ESL teacher is responsible for administering the HLIS and conducting the initial screening. We have access to additional translators to interview in a native language if need be. The parent coordinator, guidance counselor and bilingual paraprofessional are trained to assist in this process as well. An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. Mr. Diaz the ESL teacher is responsible for administering the LAB-R examination to eligible students and for new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well. Beginning February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the Lab-R to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual education and/or English as a Second Language (ESL) services. Mr. Diaz also uses the RLAT report to view the results of the annual NYSESLAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instruction. The students who come from a home where language other than English is spoken and who are entitled based on the LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters.
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.  
On the basis of the Home Language Identification Survey (HLIS) and the results of the LAB-R administered by Mr. Diaz, parent of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which all three program choices are explained. Effective February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R and assess the English language proficiency of new entrants whose home language is other than English, as indicated on their HLIS. During the first ten days of school an orientation session is held where parents are provided with a video overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners." A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at Village Academy, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the students' cumulative

folder and these trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, an outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Letters to parents will be sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been common.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Village Academy ensures that ESL entitlement letters are distributed and are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Parent Survey and Program Selection forms are returned. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. Follow up phone calls and reminders are sent home as well as in personal visits by the ESL teacher at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. Parents of students who scored at or above proficiency on the LAB-R are sent a Non Entitlement Letter. Mr. Diaz will meet with the parents to administer the HLIS and go over all of the paperwork at the initial screening. All letters will be kept in the student's cumulative folder.

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.

Beginning February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the Lab-R to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Identification Survey (HLIS) . It determines if the student is in need of bilingual education and/or English as a Second Language (ESL) services. The NYSITELL provides level tests to verify students' language proficiency relative to the expectations at that point in the school year. Mr. Diaz also uses the RLAT report to view the results of the annual NYSESLAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instructional programs. The students who come from a home where language other than English is spoken and who are entitled based on the LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters. Village Academy has access to additional translators to interview in a native language if need be. School activities and information is distributed in English and the Native language. The assistant principal, parent coordinator, guidance counselor, and bilingual paraprofessional are trained to assist in any process of communicating information.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We use the RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and Lab R have shown that our students range at various levels from beginning, intermediate and advance in the listening/speaking and reading/writing. We concentrate on all four of these areas when planning and executing our curriculum and instruction. A team of teachers at Village Academy receives training to administer and score all components of the NYSESLAT. The ESL teacher including content area teachers may not administer their own students. Organizing testing areas create appropriate testing conditions for all students.

6. 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.) 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. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
  - a. Our ELL students receive literacy instruction in a grade specific general education class setting with an ELL certified teacher during English Language Arts through a push-in method. It is a co-teaching model with the ELL certified teacher co-teaching with a certified special education teacher as school teaches across the curriculum.
  - b. ELL Students receive English Language Arts instruction aligned to common core state standards daily in 90-minute blocks. Depending on the needs of the student, ELLs may be heterogeneous and homogenous grouped for appropriate instruction. The other students in the class may have CTT as their IEP certification. The ELL certified teacher is able to provide small group instruction and scaffold learning appropriate for ELL students. This is the time where ELLs receive explicit instruction.
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)?

We ensure that students receive their mandated ESL instructional minutes in a push-in co-teaching model and Pull-Out intervention. Students in each proficiency level grades 6-8 receive 90 minutes of Literacy instruction with the certified ESL teacher each day. All beginning and intermediate students receive a minimum of 360 mandated minutes of instruction per week. Advanced learners receive a minimum of 180 mandated minutes of instruction per week.
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 foster language development and meet the demands of the Common Core Learning Standards.

Planning and instruction are aligned with the ELS and ELA common core learning standards and aligned with classroom literacy units of study. Each unit students complete a common core-learning task, which are differentiated to meet their needs. Students are assessed for learning using rubrics, checklists, class projects and weekly quizzes. The ESL teacher Mr. Diaz scaffolds instruction using ESL mythology in the context of the balanced literacy approach in order to make the content comprehensible

and enrich language development. Mr. Diaz uses visuals through technology, manipulatives to support academic vocabulary in mathematics and modeling. Students also have access to an on-line learning program called Achieve 3000, Imagine Learning and Rewards. Writing is supported with conferences and each student has a portfolio to track their progress with goals set for each unit of study. The Reading Excellence Word Attack Development (REWARDS) program along with Fountas and Phinell is used for assessing reading level and growth over time.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our instructional plan for our one SIFE student is to provide one-on-one instruction with the support of a bilingual paraprofessional in all subjects. The bilingual paraprofessional travels with our SIFE students to each class. We provide our SIFE student with an early invention-reading program called Wilson. This program teaches phonemic awareness. We also have intervention services in mathematics and writing.

b. Newcomers to our community need to be immersed in language. To accomplish this we use the TPR strategies and give them the necessary time to interact with those who are proficient. For our ELLs in U.S. less than 3 years we use Imagine Learning and Rewards, which includes reading, vocabulary building, visuals to build a experiential knowledge base. As a result of the NCLB requiring students to take the ELA examination a year after we will be providing them with small group instruction with test taking strategies and continue aligning instruction with the ELA curriculum.

c. Our plan for our ELLs receiving service for 4-6 years is to analyze their NYSESLAT and benchmark assessments such as the Acuity and Rally examinations across content areas and continue to scaffold learning with ELS strategies. These students continue to receive services based on the CR Part 154 extension of services as will closely monitor their needs and target them with AIS services and differentiation within their special education classes.

d. Our students who have been identified as receiving more than 6 years still struggle in their content area classes, especially with reading comprehension and writing skills. Our program provides them with the necessary services prepare students for high school so they may be college and career ready, while implementing the CCSS. Long-term ELLs are offered individualized attention. Students receive additional help before or after school. Content area teachers have regular meetings and work closely with our ESL teacher to strategize on best practices in serving the ELL population in the content area. Some of the strategies they use with these students are lesson planning that differentiates process, product and assessment, distinguishing between academic and content area vocabulary, and decoding in reading.

e. ELLs who have reached proficiency on the NYSESLAT are continued ELL accommodations on all State Exams for two years. Students also partake in the services provided before and after school in support of academic development.

7. 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?

All of our ELLs with special needs are in a collaborative team teaching class and their IEPs are reviewed to plan goals in order to meet their needs. The ESL teacher works with the collaborative team teacher to plan instruction to meet the needs of each in child. Teachers of ELL-SWD's align grade level standards with mainstream class and adapt benchmark, baseline, and interim assessments tasks based on student's needs. Results of these frequent assessment tasks are used to group students. Imagine Learning, REWARDS and Wilson aid in phonic, comprehension, and vocabulary development for this ELL-SWD. We use ELL scaffolding strategies such as bridging, modeling, contextualizing, schema building, text representation teachers are able to provide students access to grade level academic content areas and accelerate English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional and scheduling flexibility to meet the needs of the ELL- SWDs within the least restrictive

environment. All of our Literacy instruction and the block is departmentalized and teachers have access to differentiated scaffolds to meet the needs of students. Students use books on tape, Ipads, interactive book reading on the computer, peer to peer reading to ensure that content

**Courses Taught in Languages Other than English [i](#)**

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

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

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

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

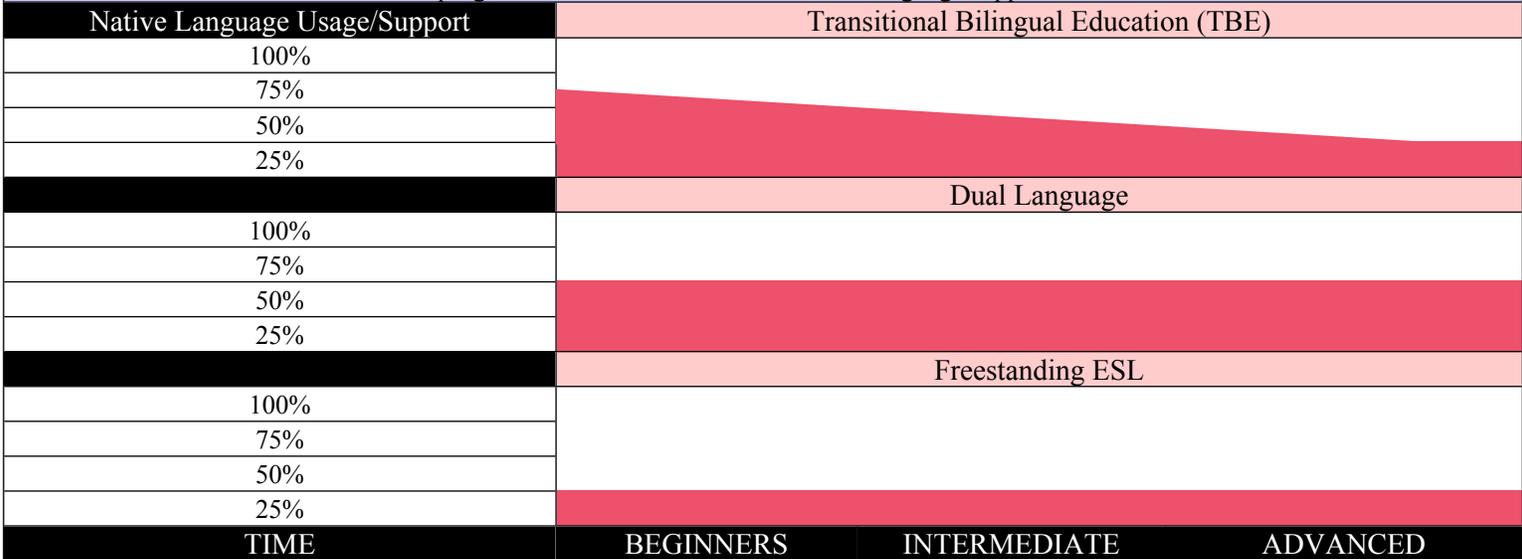
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.
- All programs are offered in English. Our school offers a range of intervention programs in ELA, math and science focusing on ELLs at risk for not attaining one year growth. Targeted intervention services are given to our 4-6 year subgroup of ELLs mainly targeting students in need of extension of services based on the CR Part 154. These services include extended day in the morning in small groups of students. Student who are Tier One intervention work with our bilingual paraprofessional four times a week. For our 4-6 year subgroup that has been designated at risk, the ESL teacher meets with classroom teachers for professional development to work on ELL instructional strategies that support student during other content subject areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELLs who are not meeting standards or proficiency on NYSESLAT are mandated to attend morning school, after school classes and Saturday School. All ELLs are invited to attend after school and Saturday School. During after school students receive reading, writing and assist with academic vocabulary through using the IMAGINE Learning and REWARDS programs. We will also monitor students who are not meeting proficiency on the NYSESLAT through push-in and group work. All of the services are offered in English. All ELLs reaching proficiency will continue to receive the accommodation for ELLs for up to 2 years.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs that are offered this year include Word Generation and Achieve 3000, Wilson and READ 180. These programs teach students reading skills and strategies.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any programs next year however we will offer READ 180 as a pull out class during Intervention or morning school. We will also use more web-based programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Students are mainstreamed into content base subjects while receiving push-in services from the ESL teachers. It is encouraged our students attend non-content base subjects such as gym, music and dance. They are also permitted to attend afterschool with the YMCA to partake in homework help, tutoring from staff and college students. All students may participate in recreational activities. Our students have abundance opportunities to interact and be part of all programs at Village Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All students participate in classes taught using the workshop model, architecture of a mini-lesson, shared and independent work. In Literacy teachers use modeling, independent and group practice using mentor texts and independent reading texts. We use the Expeditionary Learning text and guides which are align to the Common Core State Standards and include ELL accommodations to support students academic development. Expeditionary Learning text is accompanied by a web-based program which includes audio reading and pre-reading videos to assist with contextualization. In Mathematics teachers use the Impact curriculum. In social studies teachers teach strategies for reading non-fiction materials. In Science the FOSS kits are used for discovery and investigation. Our content base curriculums for all subjects are align with the common core state standards. Appropriate instructional materials are selected to support ELLs across curriculum areas. They are selected based on the unit of study. When possible materials are selected to reflect the target culture and we utilize technology when necessary. Teachers use the Internet, videos and audio versions of text to support ELLs. They also use shared reading, poems and song as well graphic organizers differentiated for students who need across proficiency levels. Teachers also use PowerPoint to deliver instruction so that students can be provided with images to help with word association. Students engage in the READ 180 program, which is a web-based program that works on phonics and comprehension. In Math we use Brain-Pop and I-Ready.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Each student reads independent books. We support our students in their native language by providing some sets of books in our classroom library in Spanish. The ESL teacher also uses Spanish cognates in instruction to build vocabulary. There are a variety of services available to all of our ELLs if needed to achieve and maintain a satisfactory level of academic performance corresponding to their age and grade level. These include: guidance, psychology, occupational therapy, physical therapy as well as speech and

language services and small group instruction provided by a Special Education Teacher. ESL students receiving special education services in accordance with his/her IEP are also eligible for ESL services as recommendation in the IEP.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All students including ELLs have access to all school programs. All students in our building are offered full access to our afterschool enrichment and sports programs. We offer CHAMPS, YMCA, and After School tutoring.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
During the Summer before the start of the school year there is a parent orientation. Overview of school expectations and structures are explicitly informed to all who attend.
18. What language electives are offered to ELLs?  
Paste response to question here:
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for ELLs in each grade?
  - b. How much of the instructional day are ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Teachers also received professional development that empowers them with strategies that they can use to meet the needs of our ELL students along with all of our struggling learners. Along with professional development teachers also observe demonstration lessons that utilize the teaching strategies. Teachers have received professional development on how to effectively implement our reading intervention program REWARDS, Achieve 3000, Imagine Learning and Wilson. They have also received feedback and development from an Aussie consultant. ESL teacher articulates with teachers monthly and provides techniques and strategies to use with ELLs in the mainstream classroom. As a part of school's professional development, 5 sessions will be planned. Tentative dates and topics are the following: January 8, 2014. How to design common core learning standard tasks and scaffolds to meet the needs of ELLs January 19, 2014 How to use vocabulary strategies to help ELLs students with language development February 5, 2014 How to use Read ESL180 program to accelerate learning for ELLS March 12, 2014 How to Support ELLS in Science and Math March 19, 2014 How to provide ELLS with test taking strategies

2. ESL teacher attends Professional development on and off school site in accordance of retrieving accurate information and best practices in serving the ELL population.

3. All teachers are able to identify the ELL population at Village Academy. Therefore, students are presented with a welcoming environment as students' transition into middle school. All ELL students are mainstreamed allowing students to interact amongst various levels of students permitting students to prepare for High School during their years at Village Academy. The ESL teacher provides staff with professional development during school meetings. Also information about professional development off the school site regarding ELLs is highly encouraged. Weekly meetings and monthly common planning address approaches for providing instructional supports that best meet the need of the students. The ESL teacher is accessible to all staff with any inquiries regarding students.

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

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parent Involvement and ongoing parent communication keeps parents in tune with student goals and ways they can help at home. All materials are sent home and are translated by our assistant principal Mr. Hamilton, Mr. Diaz, bilingual Para, and parent volunteers. Our PTA meets once a month and we have a parent representative who translates all the information into Spanish. We also send out weekly phone blasts with a translation version. We have a family advisory program where a group of students are assigned to a specific teacher which role is to contact our families. A family advisor who speaks Spanish contacts students whose parents speak Spanish. Available to parents are materials in their native language to explain and clarify information about ELL services. There are two meetings held on in September and one prior to the ELA and NYSELAT examinations in March. Translators will be available as needed. Parent Teacher conferences are held in both the fall and spring and translators are available during these conferences to translate.
  2. We have a partnership with the Office of Adult Education and we have been working with them to provide ESL classes for the parents and adults in our community. We have also partnered with the Forestdale Father's Initiative to involve parents in their child's education.
  3. We evaluate the needs of the parents by looking at the DOE Parent Surveys, by interviews at parent orientation and registration as well language preference on the blue emergency cards.
  4. We have a parent coordinator who is responsible for listening to our parents and providing them with programs for translation in their preferred language.

## **E. 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.

## Part VI: LAP Assurances

**School Name: Village Academy**

**School DBN: 27Q319**

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 2013-2014 TO 2014-2015**

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

**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**

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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.

During the first month of school we review parent contact information (HLIS) to determine the students and preferred languages of parents for communication. We use translators on staff to translate any written correspondances . We use the translator services on the Department of Education website.

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.

At the Village Academy, the majority of our students and parents needs are in Spanish. We use the HLS report from ATS to determine the parents needs.

## Part B: Strategies and Activities

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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.

We plan to provide written translations of our open school day letter to all parents in Spanish, French-Haitian Creole and Ymen informing parents we will have translators available to assist during parent teacher conferences. Providing such services will lead to increased parent involvement by facilitating communication with administration, teachers, guidance counselors and paras. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as they need through out the school year.

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 order to conduct our needs assessment for oral translation needs we examined the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our students in need of ESI services to determine those students and families most in need of oral translation services. From this preliminary information, we determined that many ESL students had parents that spoke Spanish, French-Haitian Creole, and Ymen in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2012-2013. We discussed the results of this preliminary review with our guidance counselor and the academic departments within the school to correlate our statistical results.

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>.

In addition we provide professional translators during parent teacher conferences by contacting Translator.com request those needed.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

### Part C: Professional Development

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		