



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** VALIDUS PREPARATORY ACADEMY

**DBN (i.e. 01M001):** 09X263

**Principal:** JAVIER OCAMPO

**Principal Email:** [JOCAMPO@SCHOOLS.NYC.GOV](mailto:JOCAMPO@SCHOOLS.NYC.GOV)

**Superintendent:** CARRON STAPLE

**Network Leader:** MICHAEL ALCOFF

**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
Javier Ocampo	*Principal or Designee	
Erika Plumey	*UFT Chapter Leader or Designee	
Marilyn Bermudez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Rozlin Ahmed Gizel Aponte, Melissa Soto	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sheila Brazzley	Member/ Parent	
Angela Castillo	Member/ Parent	
Lina Sum Sinhaer	Member/ Parent	
Lidj Lewis	Member/ Teacher	
Myrna Melendez-Prentice	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
	▪ 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.

By June, 2014, at least 50% of all students taking the Algebra Regents and US History Regents will achieve a passing grade.

### **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.

Students overwhelmingly failed these two regents exams in the last academic year.

### **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. Regents Prep Classes
2. Additional Math Classes
3. Additional Literacy Class with a focus on American literature
4. Project Rousseau

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

1. Math Department
2. History Department
3. Manhattan College
4. Mr. Cyrus and Mr. Markolovic

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

1. By December: Administer diagnostic and use results to inform instruction for each child in the subject area. Targeted students identified.
2. By February: Teach targeted lessons for groups of students around specific needs connected to conceptual math and text based writing in order to increase overall scores.
3. By May: Continue to teach targeted lessons for groups of students around specific needs connected to conceptual math and text based writing in order to increase overall scores.

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

1. We will know we have reached this benchmark because... We will be able to examine diagnostic data as well as look at student math and writing samples and teacher lessons.
2. We will know we have reached this benchmark because... See an increase (.5) in writing and math scores of targeted students.
3. We will know we have reached this benchmark because... See an increase (.75) in writing and math scores of targeted students.

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

1. Scheduling Afterschool and Saturday Prep as well as prep during breaks
2. Math Department Meetings
3. Social Studies Meetings
4. Staff to coordinate tutors

### **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).

We will conduct parent meetings specific to regent's needs and attendance to strengthen the partnership between school and parents and to support the whole child.

### **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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

By January of 2014, student attendance rates will average more than 84% for the school year.

### **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.

For the first time in four year Validus has seen a decrease in student attendance. It is clear that student attendance plays a crucial role in student achievement. By increasing student attendance it is my vision that there will also be an increase in credit accumulation and regents passage rates.

### **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 attendance team meetings to discuss and target at risk students

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

1. Assistant Principal Frisco, Social Worker Hines, Guidance Counselor Pistone, Parent Coordinator Cruz, Attendance support Mr. Gueye

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

1. Review of daily attendance RDAL from ATS. Review of weekly absent list to identify any student that has missed one or more day in any given week. Discussion of generated 407's by the attendance team and immediate plan of action for those students.

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

1. Implementation began the first week of school by targeting student that were attendance issues last year. The completion of this goal will be June 2014, when we can compare data from last year to this year.

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

1. Global Connect automated dialing system will make daily calls to late and absent students. Individual calls will be made by members of the attendance team for at risk students. Period by period attendance will help to capture more accurate daily attendance data.

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

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

The goal for parental involvement is to increase the number of parents that come to our monthly PTA meetings. The parent coordinator Cruz works closely with administration to strategize a plan of action.

### **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>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

By June 2014, ELL and SWD's will have an increase of 10% in Regents Passage.

### **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.

In an analysis of the regents performance of our special population students there was a clear deficit in the passage of regents. This also led to a decrease in graduating on time by this population of 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. More Frequent Assessments
2. Test taking strategies
3. Use of Organizers (R.A.D.D.)
4. Explicit writing instruction strategies
5. Major theme immersion
6. Academic Vocabulary as homework assignments to reinforce the work done in class
7. Wilson Instruction
8. Online activities

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

1. Special Services Team
2. Khan Academy
3. Use of Study Hall during Crew time

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

1. The special services department will analyze data and interim assessments at least 3 times per semester
2. Online lessons will allow for students to bridge gaps in understanding not fully realized during the school day
3. Small group and one on one work during crew time to solidify concepts and get work done

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

1. Start in October
2. End in May

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

1. Purposeful Integrated co-teaching
2. Shared preps between General Education Teachers and Special Services Teachers

**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).

More frequent communication with parents of students with disabilities and English Language Learner s concerning their child's progress and strategies for support at home and in school.

**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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

**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.

**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.

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

1.

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

1.

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

1.

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

1.

**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).

**Budget and Resource Alignment**

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

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 #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.

**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.

**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.

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

1.

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

1.

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

1.

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

1.

***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).

***Budget and Resource Alignment***

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

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

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### 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>	Additional literacy class for all incoming 9 <sup>th</sup> grade students grounded in non-fiction text. Students further grouped within classes as indicated by 8 <sup>th</sup> grade tests and Scholastic Reading Inventory data.	Personalized learning using Achieve3000.	Class embedded during the school day.
<b>Mathematics</b>	Problem Solving class (in additional to Algebra) for all incoming 9 <sup>th</sup> graders and 10 <sup>th</sup> graders yet to pass the Integrated Algebra Regents. Additional elective math classes will reinforce skills and teaching relevant Algebra content through a different lens.	Purposeful grouping within the class setting, individualized learning via online learning tool DeltaMath	Class embedded during the school day.
<b>Science</b>	Extra assistance to student provided through strategic scheduling of Special Education and English Language Learner co-teachers.	Push in	Class embedded during the school day.
<b>Social Studies</b>	Extra assistance to student provided through strategic scheduling of Special Education and English Language Learner co-teachers.	Push in	Class embedded during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Crew (advisory) facilitated by all teachers and individual and group counseling facilitated by guidance counselor.	Small class and pull out counseling	Embedded during the school day.

**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 *TAS 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.
<ul style="list-style-type: none"> <li>• Partnership with TFA and Peace Corps Fellows around recruitment</li> <li>• Rigorous Interview process</li> <li>• Hiring Committee comprised of Principal and staff in consultation with the Network</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Targeted Professional Development by Network</li> <li>• Weekly meetings between principal, instructional guide and new teachers</li> <li>• End of semester reflection with teachers in the form of Teacher Led Conferences</li> <li>• Professional Development for teachers led by partner organization, Expeditionary Learning at both the city and national level.</li> <li>• Teachers conduct peer observation cycles using a teacher effectiveness rubric</li> <li>• Untenured teachers receive mentoring</li> <li>• Teachers meet in Department and Grade Teams to discuss student progress and to tune lessons</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• Students in Temporary Housing receive a book bag stuffed with a school uniform &amp; school supplies</li> <li>• We use BronxWorks and our School Social Worker to provide information and guidance to students in regards to violence prevention.</li> <li>• We have an intensive school wide push to use restorative justice in the form of peer mediation and fairness committee and the use of a ladder of referral as proactive steps to prevent violence.</li> </ul>

**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.
Assessments are decided upon in department and grade teams. As part of a cycle we look at the assessments 4 times a year as a part of our common planning time (PD).

**TA Schools Only**

**Use of Program Resources**

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

**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).

**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.

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**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;
- participate in a mandatory quarterly meeting to discuss my child's regents and attendance with the school and parents of other children in my child's grade level.

## **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>09</b>	Borough <b>Bronx</b>	School Number <b>98</b>
School Name <b>Validus Preparatory 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>Javier Ocampo</b>	Assistant Principal <b>Jessica Bruck, Latasha Frisco</b>
Coach <b>Emily Haines</b>	Coach <b>type here</b>
ESL Teacher <b>Nancy Cyrus</b>	Guidance Counselor <b>Dina Pistone</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Caroll Cruz</b>
Related Service Provider <b>Denise Shells</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</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>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
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	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>379</b>	Total number of ELLs	<b>51</b>	ELLs as share of total student population (%)	<b>13.46%</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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In										1	1	2	2	6
Discrete ESL class										1	1	2	2	6
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	4	4	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	15
SIFE	8	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	28

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	13	4	2	10	2	5	28	3	7	51
Total	13	4	2	10	2	5	28	3	7	51

Number of ELLs who have an alternate placement paraprofessional:

### 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	4	11	40
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	1	1	0	2
Urdu										0	0	0	0	0
Arabic										1	0	0	0	1
Haitian										0	0	0	0	0
French										0	1	0	0	1
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	3	1	2	7
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	18	14	6	13	51

## 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)										1	0	1	0	2

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)										9	6	2	9	26
Advanced (A)										8	8	3	4	23
Total	0	0	0	0	0	0	0	0	0	18	14	6	13	51

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	9	0	0	0
Integrated Algebra	19	6	2	0
Geometry	3	0	0	0
Algebra 2/Trigonometry	1	1	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	24	0	2	0
Physics	0	0	0	0
Global History and Geography	10	9	1	1
US History and Government	12	0	2	0
Foreign Language	0	0	0	0
Other	0	0	0	0
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.  
Early literacy skills are not assessed as it is not applicable at the high school level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
What is revealed by the data patterns across proficiency levels is that students lack literacy skills. The majority of our students score much lower on the reading and writing portion of the exam than the listening and speaking. This data has been shared with the instructional team and helps to guide literacy for those specific students. Due to the fact that we don't get many newcomers, the LAB-results show our incoming students to be on the intermediate level.
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](#))  
rData reveals that are students lack literacy skills. Listening and speaking skills where stronger than reading/writing. The patterns revealed will affect instructional decisions by driving literacy based interim assessments, school wide literacy initiatives, and teaching literacy skills during teachers common planning time.
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?

Ninth grade students enter with more language needs. As the students increase in grade level, their language levels are improving. In the upper grades most students feel comfortable testing in English only. The school leadership team and teachers are using the results to set instructional goals and plan professional development. The school has learned that students need vocabulary and literacy support. The native language is used to support language cognates.
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.](#))  
We are 9 - 12.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Some classes receive text in their native language, if necessary. Teachers differentiate and scaffold instruction, and support native language through the use of native language dictionaries whenever possible.
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?

We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ELL program is evaluated by credit accumulation, NYSESLAT scores, regents passage and graduation rate for ELLs.

## 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](#).)

Students who are newly enrolled into the New York City school system are screened as per the NYS LEP Identification Process: HLIS is filled out during interview in English and home language; if language spoken at home is other than English, student is assessed with the LAB-R within 10 days of their arrival at the school and then scheduled for services and administered the NYSESLAT in the spring. Parents are provided all necessary documents in their home language if available. If the student only speaks Spanish, then they are administered the Spanish LAB-R from Mrs. Cyrus (ESL Teacher), after they have taken the LAB-R. If the student's home language is English, no testing is administered. If the student scores proficiently on the LAB-R, no services are provided. Jessica Bruck, the Assistant Principal, conducts interviews with the Parent Coordinator, Carol Cruz present for translation purposes. Ms. Cruz is trained in all language identification procedures and is English/Spanish bilingual. Ms. Jimenez is also available for translation purposes. Nancy Cyrus and Roko Markolovic conduct all subsequent testing and both are certified ESL teachers and trained to administer all necessary tests.

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.  
Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. These are conducted by Nancy Cyrus (ESL certified teacher). At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and the ESL teacher are available for questions. An informational video is screened in their home language (if available) as well. The orientation occurs within the first ten school days of the new school year. If parents choose a TBE/DL program they are informed that we don't offer at this time due to insufficient students to open a program. Their request is noted and if sufficient students opt for A TBE or DL program one will be created at the school.
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](#)].)  
Entitlement letters are distributed through out the year as determined by their LAB-R scores . If the report determines that a student did not achieve proficiency, a letter is generated for them. Additionally, if the student places into ESL a letter is generated for thie parents.The ESL department gathers data and creates letters for distribution. Copies of the letters are stored in the ESL department. The Parent Survey and Program Selection forms are distributed by the parent coordinator, collected and stored in the student cumulative files by the parent coordinator. The PC ensures the receipt of all documents pertaining to initial enrollment at Validus.
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.  
Based on parent choice all students are placed in freestanding ESL program.If parents choose a TBE/DL program they are informed that we don't offer at this time due to insufficient students to open a program. Their request is noted and if sufficient students opt for a TBE or DL program one will be created at the school. Parents are provided with materials in their home langugae when available and a transaltor is available for parent interviews. Completed forms are collected and stored by the parent coordinator and documents are stored in their cumulative file.
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.  
NYSESLAT administration is announced to students in April. Students are determined eligible for NYSESLAT based the RLAT from ATS. Communication is sent to parents via a letter in April advising them of upcoming testing dates. Additionally, phone calls are made prior to testing dates to remind parents and students to attend on testing days. Exams are scheduled over multiple days with many opportunities for make up sessions are provided. The ESL department maintains a spreadsheet detailing which students have tested for which sections. Bases on our documentation if we determine that a student is missing a section we schedule make up accommodate their testing need. Spreadsheet is reviewed daily during testing window and compared to daily attendance to ensure that students in need are captured for testing. Daily make up sessions are scheduled based on students attendance and testing need to ensure as many students as possible are tested.

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. [i](#)
- 100% of parents request ESL services. We offer freestanding ESL with all instruction in English. Parents feel this is the best way to prepare their child for college.

## 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])?

Validus has push-in, self contained, and mixed grouping class content with ELL's and general education students. The mixed classes are in American Literature and Scientific Literacy. Students are grouped heterogenously. 9<sup>th</sup> grade classes travel as a group. 10<sup>th</sup> grade classes are determined by credit needs. 11<sup>th</sup> and 12<sup>th</sup> grade is mixed based on credit needs, not language level.
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)?

Validus matches the students NYSESLAT level to the number of minutes required for their level. Beginners get at least 540 minutes, intermediate students receive at least 360, and Advanced receive at least 180 minutes. They are programmed accordingly. ESL through push in is provided through whole and small group instruction. ESL strategies are utilized in planning for both stand alone classes and push in models. Push in classes include ELA, US History, Global History, Living Environment. 200 weekly minutes are dedicated in ELA. Proficiency levels are grouped hetrogenously in content area classes.
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.
 

All instruction is provided in English. Instruction is differentiated, and scaffolded. Support is provided via ESL teacher for skill and content support which includes, lesson modification, focus on academic vocabulary, focus on analytic skills through visuals and graphic organizers, and fieldwork.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Spanish language regents are made available to the students and content area glossaries are provided as well. Spanish/English dictionaries are available for student use during class time. Native languages are supported as resources become available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Part of all staff professional development includes using the common core standards which address the four modalities across the content areas. Teachers are required to incorporate these modalities in their lesson planning. Students do oral presentations as part of the schools Student Led Conferences, students are grouped and evaluated based on collaborative activities which require listening and speaking. readin and writing are assed throughout the content areas.
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).

At Validus we are improvong our methods of instruction for students in special populations and their various subgroups. Specifically to ELL subgroups we differentiatie instruction for:

SIFE Students: We place students in collaborative teaching classes with and provide them standalone ELL classes to increase their literacy skills. We concentrate on content and basic school skills and norms that the student may not be used to due to the interrupted instruction.

Newcomers: Our beginner students are offered small group instruction in an alternate setting in addition to their push in classes. Teachers use visuals, manipulatives, graphic organizers, small group instruction, shared readings, text coding and scaffolded instruction among other strategies for all levels.

4 to 6: Provide consistent rigourous common core aligned instruction and tasks with push-in support from the ELL teacher. ELL teacher co-plans with the general education teacher to ensure that scaffolds exist that allow the student meet the standard as opposed to giving different materials to the students.

Long term: Provide consistent rigourous common core aligned instruction and tasks with push-in support from the ELL teacher. ELL teacher co-plans with the general education teacher to ensure that scaffolds exist that allow the student meet the standard as

opposed to giving different materials to the students.

Former ELL's: We noticed a trend in former ELL's struggling and have those students identify goals as part of their personalized learning plans and seek help in areas of need. Additionally, the ELL teachers alert grade teams of the needs of these students and track their progress.

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?

Some instructional strategies used are repeating directions, close reading, visuals, manipulatives, visual rubrics, translator, and hands on activities. Students are programmed for classes that focus on content specific vocabulary to help acquire the words necessary to succeed in the content classes. Students also use the computer program Achieve 3000 to increase their literacy skills and accelerate English language development. Students frequently use technology in the classroom to research and to peer edit their work. Students also have dictionaries that help translate between their native language and English.

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?

Students are provided with push in, SETTTS services, and advisory. Students are also provided with a choice in programming from a pre selected menu of course where additional support from either an ESL teacher or Special Ed. teacher is provided.

### Courses Taught in Languages Other than English *①*

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

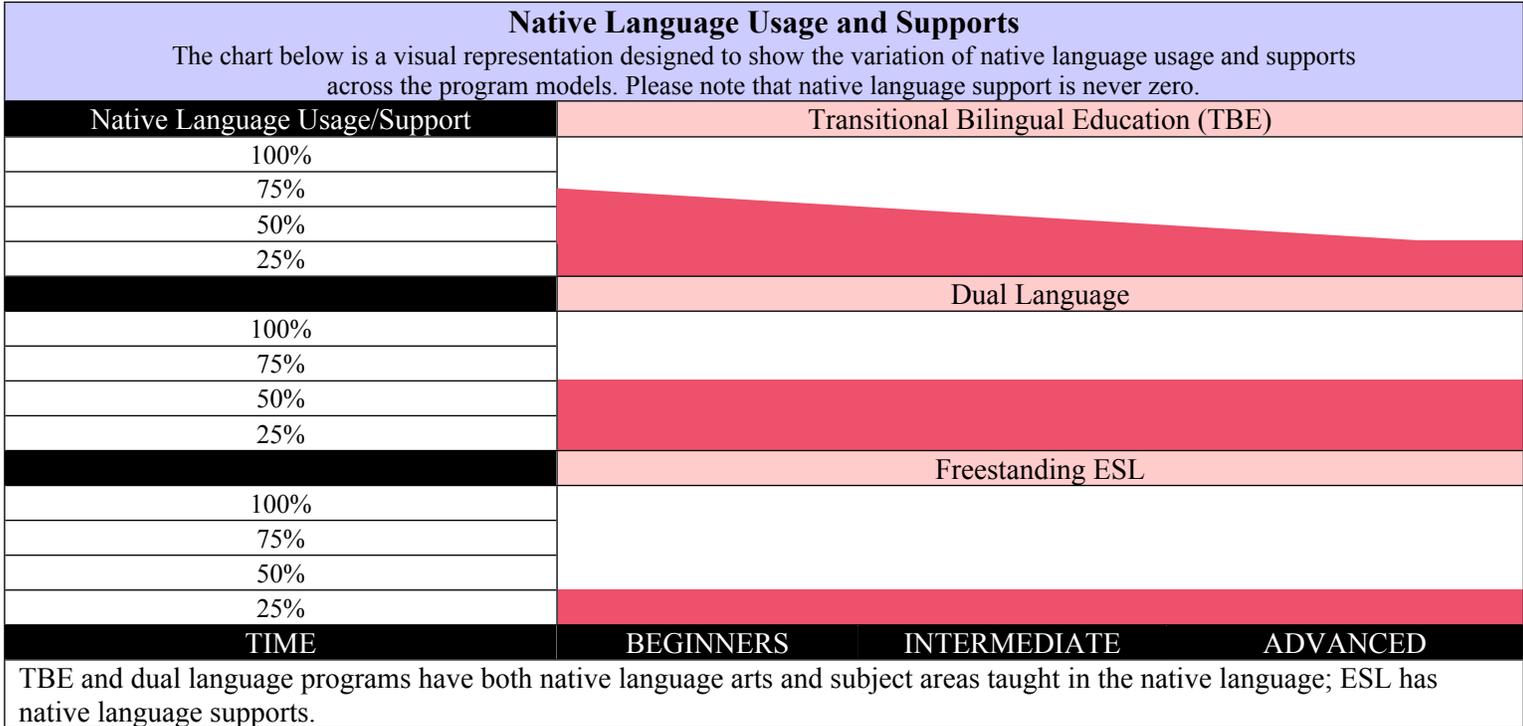
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

### 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

	<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



## 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.

Grade teams follow trends of the students learning with interim assessments periodically throughout the year and adjust instruction as necessary. All instruction is in English.

In ELA, social studies and science targeted interventions include a consideration of the students cultural background and experiences while considering the relationship between the student's language proficiency and literacy skills. Reading fluency and comprehension is assessed through vocabulary comprehension and linguistic proficiency in both the first and second language.

In Math, targeted interventions also include a consideration of the students cultural background and experiences while assessing vocabulary comprehension to ensure that it is not a barrier to the understanding of math concepts.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The literacy focus is enriching the reading and writing of ELLs, however, they continue to struggle in content area courses (social studies math and science) as discovered through an analysis of the interim assessments and the state exam data. Additional push in services have been provided and more translated content materials has been made available to staff. Data is reviewed twice a semester to come up with intervention strategies.

11. What new programs or improvements will be considered for the upcoming school year?

Rosetta Stone will be considered for re-implementation. We find that as students overcome the hurdle of having conversational English and gain confidence - they participate more in work with students other than other ELL students. We will integrate more use of ACHIEVE 3000 as a more content rich program for our ELL students. We will also program the students schedule with more of a focus on content level help and small group instruction to replace electives and hiring an additional ELL specialist.

After school support may be implemented to replace electives that are lost during the day.

12. What programs/services for ELLs will be discontinued and why?

None.

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 programmed as all students are. They have access to all classes. After school and supplemental services are not offered at this time.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Laptops, Ipads, headsets, and smartboards are available for students to use during class. Bilingual dictionaries, an spanish language texts are available in content area classes.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported through the use of glossaries and dictionaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

High school students are very tech savvy and the resources provided to them allow them internet access which grows their literacy skills. ELLs are able to access information in the languages of their choice and use translation services, if necessary.

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.

All incoming students are invited to an orientation prior to the enrollment in the summer. Additionally, all students are assigned to a crew where school norms are discussed and practiced daily.

18. What language electives are offered to ELLs?

Spanish is the only language offered to all students.

19. For schools with dual language programs:

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

N/A



## 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.
 

9/4/2013	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline
9/9/2013	Revisit norms. Grade team norms and goals. 30 min. Consortium Responsibilities Doc and voting.			Wilderness
	PSAT/College Board/Extras Fair	Transcripts	Transcripts	
9/16/2013	Individual teacher goals. Wilderness and Intensives Prep/9th with Crews and OB			Wilderness
	Resumes + Eportfolios	Resumes + Eportfolios	College Checklist & SAT - Nov 2	9/17 Strong Discipline
	Wilderness	Wilderness	Resumes + Eportfolios	Resumes + Eportfolios

SAT - Nov 2

9/30/2013	2:00 Consortium			
	Check in on discipline consistency			
	Crew - goals and chunks and Career Day invites			
	Eportfolios			
	Debrief intensives.	Wilderness	Resumes + Eportfolios	Resumes + Eportfolios

SAT - Nov 2

10/7/2013	30 minutes: SESIS, ARIS, Departments - STA Tuning/Diagnostics	Science opening	Wilderness	
	PSAT PSAT	College Checklist & SAT - Nov 2		
	No School	Wilderness	College Checklist & SAT - Nov 2	
10/21/2013	Grade Teams - parent conf. Community Walk 2:40-3:40	Talk it Out	Talk it Out	
	College Checklist & SAT - Nov 2			
10/28/2013	Grade Teams - diagnostic protocol and binders, reflect on goals. Product Check-in, Winter 9x2, circles survey			
	10 min survey monkey. Survey. Talk it Out	Talk it Out	Transcript Presentation Prep	College Checklist & SAT - Nov 2

11/4/2013	Crew. College March - 5 min. Grade Teams. Announce SWSD.	Crew opening	Talk it Out	Talk it Out
	Transcript Presentation Prep			
11/5/2013	National Conference Share-out, Departments - Lesson Study; 4 hours restorative practices 9-1:45 including lunch. 1:45-3:43 is our time. 8:53-3:43			
	No School	11 Present to 9&10 11/14-15 on transcripts	11 Present to 9&10 11/14-15 on transcripts	11 Present to 9&10 11/14-15 on transcripts
	Present to 9&10 11/14-15 on transcripts	Talk it Out		
11/18/2013	SWSD. Department goal reflection and lesson study, IA #1 by end of November.		English opening	
	Talk it Out	11/19 Strong Discipline		
11/25/2013	National conference share-out, Grade teams - expedition and hq product check-in and department teams - lesson study and IA #1.	service day opening	Character	Talk it Out
				Talk it Out
12/2/2013	Check in on discipline consistency. Crew, SLCs, Grade Teams.		crew opening	Character
	College Board Accounts	Talk it Out	Prepare College Presentation	
12/9/2013	College March, Departments - Lesson Study/ IA #1	Departments, Academic Contract	special services	
	opening	Character	Talk it Out	Prepare College Presentation
12/16/2013	Grade Teams - products, Winter 9x2, SLC products; SLC appointments and spreadsheet.	science opening	12 present to 9 on college process 12/18	
	present to 9 on college process 12/18		12 present to 9 on college process 12/18	
	Break			
1/6/2014	Crew closings & reflections & Regents confidence building, grade teams - expeditions, (announce: Midyear survey in crew).	crew opening	SLCs	SLCs
				1/7 Strong Discipline
1/13/2014	STA Planning 2nd semester.	social studies opening	SLCs	SLCs
	No School	Closings	Closings	
	Regents Expedition Planning and STAs. Circles.			

2/3/2014	Check in on discipline consistency. Crew. Reflection on goals - revise goals and instructional focus, SLCs, STA Plans, Expeditions, HQ products.	crew opening	Not in Our School	Not in Our School	Transcripts	Transcripts
2/10/2014	Departments - Lesson Study	English opening	Not in Our School	Not in Our School		
Break						
2/24/2014	Departments/Grade Teams	Health Challenge	Health Challenge	Life Maps and Budgets	Life Maps	
2/25/2014	Strong Discipline					
3/3/2014	Check in on discipline consistency. Crew, Product Check-in	crew opening	Health Challenge	Health Challenge	Life Maps and Budgets	Life Maps and Budgets
3/10/2014	Departments - Lesson Study/IA #2	special services opening	Health Challenge	Health Challenge	Life Maps and Budgets	Life Maps and Budgets
3/17/2014	Departments - Lesson Study	math opening	Olympics	Olympics	Olympics	Olympics
3/24/2013	Plan Intensives	science opening				
3/31/2014	Check in on discipline consistency. Crew	crew opening	Career (Some college lessons from Leanne)			
4/7/2014	Community Walksocial studies opening	Career	Career		4/8 Strong Discipline	
Break						
4/28/2014	Plan Intensives, Department Gallery Walk	English opening	Career	Career		Prepare college part 2 presentation
5/12/2014	Departments - Lesson Study/IA #3	special services opening	12 present to 9 on college process part 2	5/16		
5/19/2014	Grade Teams	College Prep	Final Word			
6/2/2014	Check in on discipline consistency. Crew	crew opening	College Prep	Final Word		
6/9/2014	Departments - Lesson Study	math opening	Closings	Closings	Closings	Closings
6/16/2014	Departments - Lesson Study	science opening	Closings	Closings	Closings	Closings

2. ELL personnel participates in weekly common planning. Additionally, staff attends various professional development sessions as needed, locally and regionally. The special services department, which includes the ESL staff conducts professional development multiple times during the year. The department shares best practices, data, strategies for co-teaching and working towards common core standards with ELL students .

3. There is a parent meeting at the beginning of the year and our CREW (advisory program) assists with the transition for students.

4. Throughout the school year, all teachers get specific PD in relation to ELL and SWD teaching practice. This happens at the beginning of the year (2 hours), a minimum of 30 minutes monthly through common planning time and an hour on each of the day-long PD days.

**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?  
Parents are provided with an ELL orientation in September. The PTA provides workshops for parents on various topics. The needs of the parents are evaluated by the PTA and the school leadership team. Translation services are provided for meetings and student conferences. We offer translated phone calls home containing parental information.

### **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.

Paste response to question here:

## **Part VI: LAP Assurances**

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

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		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: 09x263

School Name: Validus Prep

Cluster: CFN

Network: 411

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

### **Part A: Needs Assessment Findings**

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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.

Native language data is gathered from home language surveys, parent interviews and ATS. Most of our parents speak Spanish and a variety of other languages including Twi, Vietnamese, and Bengali. Parents are provided with translation services by the parent coordinator. Translation headsets are provided at parent meetings. Translators are offered to every parent for in school meetings. Written communications are provided in native language whenever possible.

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

The major findings of our translation needs are oral and written. The findings were reported to the school community via parent and teacher meetings. Additionally, translation services are offered by our office staff on an as needed basis daily. The findings are reported in staff meetings and prior to any parent meetings.

## 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.

The school provides written parent notifications in the native language whenever possible. Written translation services are provided by in house staff.

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.

The school provides oral and written translation. During parent meetings the school utilizes dual translation headsets. Interpretation services are offered by in school staff and parent volunteers.

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>.

Our school determines, within 7 days from a student's enrollment, the primary language spoken by the parent and whether the parent requires language assistance in order to effectively communicate with our staff. Our school provides each parent with the required language assistance service necessary to meet their needs.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Validus	DBN: 09x263
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 46 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

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

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

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

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

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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