

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: VILLAGE ACADEMY
DBN (i.e. 01M001): 27Q319
Principal: DORIS C. LEE
Principal Email: DLEE9@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: N/A

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Doris C. Lee	*Principal or Designee	
Darline Marcellus	*UFT Chapter Leader or Designee	
Keisha Ragin	*PA/PTA President or Designated Co-President	
Mary Carnacchio	DC 37 Representative, if applicable	
Sara Singh	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kimberly Pender	Member/ Parent	
Angela Reynolds	Member/ Teacher	
Christopher Schuerlein	Member/ Teacher	
Sasha Deleon	Member/ Parent	
Yolanda Boatwright	Member/ Parent	
Damaris Lee	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

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 2015, Village Academy will implement a rigorous CCLS aligned math curriculum that increases student progress for the lowest third of the student population by 5% including special education and ESL students.

Comprehensive Needs Assessment

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

- This goal is set due to analysis of needs made evident by results of students' state exam data, pre-assessment, and other formative assessments which highlighted the need for increased proficiency for the targeted population cited in the goal. This goal is set to implement the Citywide Instructional Expectations for 2014-2015. As a school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we continue creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered baseline and ongoing assessments and have carefully considered the results as we plan our future units of study. Teachers will receive ongoing professional development designed to move them across the HEDI spectrum of the Danielson Rubric.

Instructional Strategies/Activities

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

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

1. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
2. Our Peer Instructional Coaches will attend the PIC meetings given by CFN 607 and the city.
3. Implement and utilize Student Ownership Work protocol by which teachers provide students with aligned work based on conferences and differentiated entry points.
4. Math Teachers attended Apple PD to more effectively introduce Apple technology into the classroom using I-pads, Macs, and applications to increase student engagement according to the Danielson 3c component-Engaging Students in Learning.
5. Every student has access to an IPAD to utilize blogging websites such as Teachermeet.com, EDMODO, etc.
6. Re-aligned scope and sequence based on the latest NYS assessment information
7. Teachers use instructionally differentiated stations based on data of various students with the technology to have coordinated share out and articulation of content and the learning objective.
8. Implemented a Common Library task to introduce students to the academic expectations of the common core
9. Studied and developed resources from the lead organizations such as: EngageNY, Illustrative Mathematics, CMP3, Math Playground and IXL
10. Integrate SMART Board technology into daily lessons with web-based interactive activities in every math classroom.
11. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
12. Implemented stations activities to pilot Common Core sample questions and continue the station work to help engage students in the day-to-day tasks.
13. Scaffolding CCLS task to support students ability to independently solve extended response questions

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

We will use our NYSTL funding to purchase the NYC approved Math curriculum, including CMP3 supplemented by additional Common Core aligned sources.
We will utilize multiple funding sources to provide ongoing professional development and provide for coverages while teachers are attending professional development.
We will schedule 4 periods of common planning across grades and content weekly to ensure teachers have necessary time to plan collaboratively.
We will create a schedule to allow for a Demonstration teacher and a Peer instructional coach in math and literacy which also allows for inter-visitation.

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

1. We will evaluate the effectiveness of each strategy by analysis of the baseline, periodic and culminating assessments administered at least three times during the

year.

2. Coaches will turn-key professional development during weekly professional development sessions to incorporate best practices.
3. Portfolios of SOW work will be collected on a monthly basis to assess progress of student work, conferences, achievement of individual student goals.
4. Evaluation of the implementation of the technology strategies will be available in teacher observation reports and conferences. Results will be analyzed at Instructional Leadership Team meetings.
5. Teacher share out of practices around on-line blogs will be documented and shared. Surveys to students will be administered to engage the level of engagement due to the infusion of technology and blogs.
6. Weekly meetings with the Math content planning team will re-visit the progress within the scope and sequence, with changes made upon consensus of the group.
7. Observation conferences and reports will gauge the progress of student stations and its effective implementation by teachers.
8. Content meetings will revolve around the resources used to help deliver instruction. Notes from meetings and collections of student data will be kept in a running record to assess the effectiveness of the resources.
9. Administration/Teacher conferences, instructional observations, inter-visitations, and sharing out of best practices with the school community regard the SmartBoard will be a part of its continued use.
10. Students' in need of remediation will have their data analyzed in order to develop the best entry points and differentiation for them to successfully benefit from the Common Core aligned tasks and curriculum.
11. Scaffolds will be focused and results will be determined to measure the value for classroom use. Student achievement within the standard/skill/strand for which the scaffold was used will be the measure.

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

September-December

1. Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
2. Our Peer Instructional Coaches will attend the PIC meetings given by CFN 607 and the city.
3. We will have professional development once per week utilizing the Professional Learning Community protocol in which teacher teams are separated into different groups (which they partially select) focused on one of the two school-wide instructional focuses: Danielson Components 3b-Questioning and Discussion Techniques and 3c-Engaging Students in learning.
4. Implement and utilize Student Ownership Work protocol by which teachers provide students with aligned work based on conferences and differentiated entry points.
5. Math Teachers attended Apple PD to more effectively introduce Apple technology into the classroom using Ipad, Macs, and applications to increase student engagement according to the Danielson 3c component.
6. Every student has access to an IPAD to utilize blogging websites such as Teachermeet.com, EDMODO, etc.
7. Implemented a Common Library task to introduce students to the academic expectations of the common core
8. Studied and developed resources from the lead organizations such as: EngageNY, Illustrative Mathematics, Math Playground and IXL
9. Integrate SMART Board technology into daily lessons with web-based interactive activities in every math classroom.
10. Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
11. Implemented stations activities to pilot Common Core sample questions
12. Scaffolding CCLS task to support students ability to independently solve extended response questions
13. Creating CCLS exemplars to demonstrate successful completion of a CCLS task.
14. All students participate in the extended day program which will focus on study skills and organization.
15. Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
16. Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.

January-April

17. Implementation of the Common Core grade task bundles from the Common Core Library
18. Developing Common Core aligned algebra unit in conjunction with colleagues from CFN schools
19. Weekly 90-minute common planning meeting to create lessons and tasks for CCLS aligned units of study
20. Develop protocols for looking at student work through the lens of surfacing the gap in students understanding of targeted standards
21. Teacher inquiry teams meet weekly during common planning to collaboratively to look at student work and collaboratively score assessments tasks.
22. Creation of targeted extended day program based on the assessment results from simulation exams.
23. Peer Instructional Coaches will attend the National Council of Supervisors of Mathematics Annual Conference to learn about the effective implementation of the Common Core State Standards and issues surrounding assessment, including implications of curriculum and new technology developments.

May-June

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

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

1. Per session planning for Math curriculum development.
2. Per session planning for Professional Development
3. Extended Day- Consumable Workbooks and Fluency work for deficient students in alignment with the CCLS instructional shift.
4. Per Session Inquiry Teams/Looking at student work
5. Computer Lab open 3 times per work for students to work on assignments, homework, projects, etc.
6. Full-time staff developer who works closely with CFN achievement specialist.

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

We will increase parental involvement by 10% as evidenced by parent participation in school conferences, workshops, and student/community celebrations by June 2015.

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 accordance with the Chancellor's initiative to increase parental involvement and communication, we have set this goal to increase moderate attendance at functions (e.g. Parent Association meetings) and events designed to foster parental and school collaboration. We believe there is a direct correlation with the amount of parental involvement and student achievement. As parents are made aware of academic expectations, the connection between school and home generates a greater appreciation for their learning. This goal is set to implement the Citywide Instructional Expectations for 2014-2015. Our school and the goal is based on the premise that parental involvement is crucial to a healthy school community. Through communication and implementation of feedback given and information obtained from parents, we will achieve a combined effort, from both school and home, to build a more well-rounded academic culture for our students.

Instructional Strategies/Activities

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

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

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

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

Will utilize Title 1 funding to deliver parent workshops.

We will use Title 1 funding to translate all documents in to home language.

We will use Fair Student funding to maintain a school website and online grade-book accessible by parents.

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

1. Parent surveys
2. Parent invitations to respond with critique of events to improve the protocol and structure of events offered for their participation
3. Translate and interpret written and verbal communication on a consistent basis for information related to the student-centered initiatives
4. Survey of parents to attain the preferred method of communication to involve as many parents as possible
5. Maintenance of attendance logs for events
6. Open-door policy for parent visitation

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

1. Communication via letters, phone, email, and grading systems to make parents aware of events, activities and initiatives designed to improve our current instructional programs.
2. Events such as Fathers Bring Your Child to School Day
3. Cook outs and March Madness School Fair
4. Clothing Give-Aways

5. Canned-food drives
6. Life Changing Music (LCM) Concerts and Talent Showcases

7. Student of the Month activities to showcase students' achievement and maintain parental interest and involvement
8. Ensuring that parents will have access to interpretation services in order to effectively communicate with limited English speaking parents
9. Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved

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

1. Phone Blast Technology, mail, Engrade
2. Communication with Parents Association via Parent Coordinator
3. School Leadership Team meetings

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

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

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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 2015 Village Academy will effectively implement a comprehensive strategic reading program resulting in a 67.2 growth percentile and in exceeding targets rating based on 2014-2015 metric values

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.

Our goal is based on the following student performance trends: Based on our school quality guide our school is rated in the 65th growth percentile overall with our schools lowest third rated as 82.5, exemplifying significant progress. We want to build on our success with our lowest-third by providing a comprehensive strategic reading program for the entire school community throughout MSQI initiative. This goal is in alignment with our mission and vision which is focused on the development of literacy skills preparing our students for high school, college and beyond.

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. Daily small group reading instruction provided for the entire school community
2. Use of online learning platforms including MYON and Lightsails and Imagine Learning a research based ELL program
3. Implementation of Word Generations; a school-wide language acquisition program

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

1. MSQI Coach will provide teacher feedback, model lessons and create lab classrooms for other teachers to observe best practices in reading instruction
2. MSQI Teacher Leader
3. Monday Professional Development with focus on Strategic Reading period
4. Summer Professional Development offered through MSQI
5. Harvard Education labs research based reading program provided by HarvadEd tutors
6. The After School Education Cooperation (TASC) Expanded Ed Program Director
7. Creative parallel scheduling to ensure all students receive small group instruction in 1:10 and 1:4 ratios

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

1. We will administer the DRP assessment 3 times (September, January and May) to create reading goals, adjust class assignments and adjust instruction
2. We will be monitoring the DRP data to see if we are making a 10 to 15% progress after each assessment
3. We will monitor student online use of MYON, Lightsails, and Imagine learning
4. Review of teacher conference logs, student portfolios, progress reports, and report cards
5. Analysis of interim assessments

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

September-December

1. Math and Literacy teachers will attend professional development offered through the MSQI program supporting them with how to roll-out the Strategic reading tool-kit lessons
2. The development of a schedule which provides a parallel daily Strategic Reading Period across each grade level for all students
3. Administration of the DRP assessment, analysis of the results which will be used to place students in Strategic Reading classes based on the tiers in a 1:15 teacher student ratio
4. MSQI will identify tier 1 and 2 who will be placed in a Strategic Reading program in a 1:4 teacher student ratio with a Harvard Ed Tutor during and after school
5. All Math and Literacy teachers will be provided with professional development on Mondays from our MSQI coach on intervention programs such as how to conduct reading conferences using reciprocal teaching strategies, REWARDS, Myon and the MSQI Strategic Reading Tool-kit
6. Our MSQI coach will visit every two weeks to model reading instruction lessons, provide individualized feedback to teachers and provide professional

development based on trends observed during our instructional walk-thru's of the Strategic Reading periods.

7. We will have several school-wide celebrations to identify students who are meeting their reading goals and are on the track to reading 25 books or more by the end of the school year
8. We will provide students with additional incentives through the national reading program "Tickets to Reading"
9. We will launch several reading initiatives to encourage students and build on our culture of reading such as the "Village Academy 25 or Book Challenge" the Principal Book Club, and the Scholastic Book Fair
10. Administrative team will be engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to reading
11. All teachers (Science, Math, Literacy and Humanities) will launch and use of the Word Generation program a weekly language acquisition program
12. Academic language from the Word Generation program will be infused into instruction, i.e (on Word Walls in every classroom, students will use the words in their writing in Science, Humanities and Literacy)
13. We will reinforce the use of the Word Generation program through our on-going school-wide Rap Cipher competition and essay competition

January-April

14. We will administer the second DRP assessment, analyze the data to make adjustments to our Strategic Reading classes
15. Each teacher will conference with students based on the DRP results and create reading goals
16. We will celebrate students who have made progress on the DRP through school-wide grade level assemblies inviting parents and community members
17. Our MSQI coach will work with 3 teachers to create lab sites that can be visited by our school community to observe effective instruction
18. We will have several school-wide celebrations to identify students who are meeting their reading goals and are on the track to reading 25 books or more by the end of the school year
19. Administrative team will be engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to reading
20. We will use our Monday professional development when needed to target best practices and support teachers with instruction for the Strategic Reading classes
21. We will provide students with additional incentives through the national reading program "Tickets to Reading"
22. We will continue with our Word Generation program throughout the grades and classes requiring students to utilize the language in academic classroom discussion and their writing
23. Students who are not on track to reading 25 books or more we be identified and we will support these students through additional support using online software such as Myon
May-June
24. We will administer the third DRP assessment, analyze the data to make adjustments to our Strategic Reading classes for the next school year
25. Administrative team will be engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to reading
26. We will make promotional decisions some factors being student's reading goa

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

1. Each student will be programmed for a period of 45 minutes of Strategic Reading Period
2. Students will be placed in classes based on their performance on the DRP baseline assessment
3. Select students will be assigned to a Harvard Ed Tutor during the school day or after school

Strategies to Increase Parental Involvement

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

- VA will send out letters to parents in September, January, and May communicating the result of the DRP assessment with ways in which our families can support us in encourage our students to read in order to improve their reading levels
- During the additional parent teacher conferences we will hold workshops around how to support students with reading
- VA will have a parent book club where we will encourage Literacy and model reading strategies that our families can practice at home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
MSQI funds											

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.

By June 2015, all pedagogical staff will progress one level on the HEDI scale in Danielson Domain 3 in the components Discussion and Questioning 3b and Engaging Students in Learning 3c as evidenced by the Advance observation reports.

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.

Based on state data for ELA and Math, and student performance we concluded that an increase in Domain 3 would result in a direct increase in student achievement. Student engagement data, gathered by analysis of student work/tasks collected from classroom observations, is the basis for the goal. This goal is set to implement the Citywide Instructional Expectations for 2014-2015 to strengthen teacher practice through frequent formative observations as a part of our instructional focus around domain 3. Through the collection of informal observation data focused on evaluating the quality of academic discussions in the classroom and feedback conversations with teachers we realized the need to focus on Danielson component of 3b: Using questioning and discussion techniques to help teachers deepen students understanding through the use of open ended questioning and protocol based discussion and Engaging Students in Learning 3c.

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

- The administrative team will conduct instructional walks in order to norm our feedback using the Danielson rubric on a bi-weekly basis, will use the support of our Talent Coach on their visit dates
- We will have 3 different PLC cycles occurring with groups of teachers around 3b and 3c. (Grade Team Level, Instructional Leadership Team (ILT), Across Grades and Subjects). Our Professional Learning Communities will occur simultaneously on multiple levels including grade teams, subject area teams, and self-selected Monday teams.
- During our Monday Professional Development time teachers will participate in Professional Learning Community cycles lead by members of our Instructional Leadership Teams in the cycle teachers will do the following:
 - a. Complete self-assessments in 3b and 3c
 - b. Read and discuss pedagogical research around components 3b and 3c
 - c. Teachers will brainstorm the implications for improving their own practice and then implement these strategies in their classroom
 - d. At the end of each cycle teachers will present artifacts (lesson plans, student work, videos of instruction) that demonstrate effective and highly effective instruction in 3b and 3c
 - e. Teacher will complete another self-assessment to monitor their own growth
- Instructional Leadership Team will be involved in a PLC with our coach from the office of Teacher Effectiveness and will turn-key their learning in grade team and subject area common planning.
- Each Grade team will identify a specific population and will be implementing a PLC around the needs of this population.
- ILT members will be paired with teachers across the school to do inter-visitation classroom visits with a focus on 3b and 3c with debrief time in 3 cycles
- Teachers and Instructional leaders will engage in several cycles of inter-visitations
-

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

1. Administrative Team
2. Teacher Content Leaders
3. Instructional Leadership Team
4. Talent Coach
5. Teacher Effectiveness Coach
6. Ongoing professional development

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

1. We will observe teachers through a cycle system using Advance report to monitor our progress
2. Results of the observational process will be summarized monthly and reviewed by the ILT members.
3. Implementation and use of strategies in the classroom.
4. Culminating presentations of PLC findings.

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

1. September/October: Administrative team will create the cycle schedule based on last year's Advance ratings and teacher tenure tracks
 2. September/October we will meet with all teacher for one-on-one conference to discuss their instructional goals and create teacher improvement plans teachers who have been identified as needing them
 3. October/November Cycle 1 of Observations and Feedback, Trends of observations will be discussed with ITL and our Teacher Effectiveness coach and we will modify our PLCs if need be
 4. December/January Cycle 2 of Observations with Feedback, Trends of observations will be discussed with ITL and our Teacher Effectiveness coach and we will modify our PLCs if need be
Administrative team will conduct one-on-one conferences to discuss progress with teachers
 5. February/March Cycle 3 of Observations with Feedback, Trends of observations will be discussed with ITL and our Teacher Effectiveness coach and we will modify our PLCs if need be
 6. April/May Cycle 3 of Observations with Feedback, Trends of observations will be discussed with ITL and our Teacher Effectiveness coach and we will modify our PLCs if need be
- Administrative team will have end of year conferences with teacher to set goal for the next school year and identify summer professional learning opportunities

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

1. Creative scheduling that allows for vertical and horizontal team meetings.
2. Monday professional development time
3. Absentee Coverage allocation

Strategies to Increase Parental Involvement

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

As we work to strengthen teacher practice we are creating opportunities for parents to engage in discussions with teachers through the use of Village Academy website and blogs. We will also provide parents with examples of critical thinking questions as a part of our monthly Tuesday Family Workshops. Parents are able to email teachers to check on student progress through Engrade Progress Reporting system. In February we will administer a mock parent school environment survey to gather data on parent perception of teacher effectiveness.

Budget and Resource Alignment

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

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

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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

10.

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

7.

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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	MSQI Strategic Reading MYON Lightsails Word Generations	Small groups One to One Tutoring	During school, after school, and before school
Mathematics	CMP3 and Glencoe Tenmarks Castle Learning Math180 Word Generations	Whole class Small group Individual Tutoring	During school, after school, and before school
Science	Google classroom Urban Advantage	Whole Class	During School
Social Studies	Google Classroom	Whole Class	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling in Schools Drama Therapy OHEL Guidance Counselor Social Worker	Whole class Small group Individual Tutoring	During school, after school, and before school

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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

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

Retention

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

Assignments/Programming

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

Support

- Teachers will become part of the assessment decision-making process by analyzing data on exams and other formative measures to gauge student proficiency. We will have these discussions during Instructional Leadership Team and cabinet meetings.
- The pupil personnel and payroll secretaries will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines
- Maintain documentation for HQT to remain professionally certified

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

High Quality and Ongoing Professional Development

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

1. Professional Learning Communities

We will have professional development once per week utilizing the Professional Learning Community protocol in which teacher teams are separated into different groups (which they partially select) focused on one of the two school-wide instructional focuses: Danielson Components 3b-Questioning and Discussion Techniques and 3c-Engaging Students in learning. Each group will read a book or collection of articles around the instructional focus with one administrator and another lead teacher facilitating. Each Monday meeting is followed by the implementation of an actionable next step that is reviewed and evaluated at subsequent meetings to determine the best practices, which finally are showcased at the culminating event January 12, 2015 via video presentation and artifact review. Additional phases allow teacher teams to develop in the alternative component and engage in the readings for the purpose of being well-rounded in both aspects of the school instructional focus.

2. Supplemental Professional Development

- Teachers are involved in out of school professional development for the following:
- Collaborative Team Teaching,
- Classroom Management,
- Science instruction with Urban Advantage, and
- Teacher selected training based on administrative feedback and/or inter-visitation findings.

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

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

We will use grants to fund Counseling In Schools, Group Drama Therapy, and our current social worker and guidance counselors to provide counseling services and intervention to identified students based on housing, family background, disciplinary and safety data, and academic needs. Counseling is tailored to students' needs and students are seen by one of 10 counselors on an on-going weekly basis or by need. Administrative and counseling staff meet weekly to assess progress of identified students and determine the optimal coordination of counseling services and intervention

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.).

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.

Staff will share in decision making during subject area meeting and Instructional Leaders will share in the decision making body.

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.

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 27Q319

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$183,180.69	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,398,725.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 319
School Name Village Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Doris Lee	Assistant Principal Joherra Harris
Coach type here	Coach type here
ESL Teacher Mr. Diaz	Guidance Counselor Pamela Mitchell
Teacher/Subject Area Melissa Veltre (Math)	Parent Lamont Griffin
Teacher/Subject Area Mr. Diaz (Literacy)	Parent Coordinator Kitt Cooper
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Elmer Myers	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	9	3		22	1	2	12			43

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	3	0	22	1	2	12	0	0	43
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	9	15					40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	17	10	16	0	0	0	0	43

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	1	2					7
Intermediate(I)							3	4	6					13
Advanced (A)							11	5	7					23
Total	0	0	0	0	0	0	18	10	15	0	0	0	0	43

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		11		17				35
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
For our 6th grade population we use the DRP reading assessment as a part of the MSQI Literacy Grant that we received this school. This grant allowed us to extend our school day until 5:30 p.m. and include parallel reading block for all 6th graders. During the literacy block based on the results of the DRP assessment administered in September students receive intervention. Students who need

basic word recognition, spelling and phonics receive instruction in a 12:1 ratio using the Wilson Program Just Words, this program is for students who are far below reading level. For students who are below grade level we use the REWARDS program which is a phonics program to help students identify high frequency academic vocabulary. Students who are on-level participate in book groups. During afterschool 40% of our 6th graders receive small group tutoring through the Harvard Ed Lab which was also provided through this grant. Our 7th and 8th grade students are assessed using Fountas and Pinnell and the online Performance Series and the state ELA scores from the prior school year. Based on the data our ELL students are struggling with vocabulary and reading comprehension. All of our ELL students receive pull-out and push-in services. For pull-out instruction students receive instruction using the REWARD program and for push-in services students receive extra support with comprehension. We have also added the Word Generation program to support students to acquiring vocabulary.

Paste response to questions here:

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Initial determination of proficiency levels is achieved through the LAB-R, our in-house writing exams and annual progress is determined through the NYSESLAT. The results of our NYSESLAT and LAB R exams for the past two years has shown that majority of our students' scores tend to fall in the intermediate bracket, but develop to the level the following year in the areas of listening/speaking and reading/writing. Concentration on all four modalities is essential in our curriculum. The Principal, Assistant principal and licensed ESL teacher is involved in instructional decisions from the patterns of NYSESLT and LAB-R exam results.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Keeping track of NYSESLAT modalities allows us to analyze student progress and enhance planning instruction. Our data reveals that ELLs need support in all four modalities with the emphasis of reading/writing. Our school uses Annual Measurable Achievement Objectives to place goals for awareness and development of skills. We strive for academic language development. Our school uses the Annual Measurable Achievement Objectives to place goals of awareness and development for teacher planning.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
The staff at Village Academy is provided data to identify ELLs and exhibit awareness of skill levels through all four modalities of the NYSESLAT. Through weekly meetings teachers discuss methods and practices to differentiate in supporting academic development within instruction, while aligning to common core standards
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. According to the NYSESLAT our ELLs progress in each modality on an annual basis. Students tend to reach proficient level in listening and speaking. Students need emphasis on developing skills in reading and writing.
 - b. The school Leadership team and teachers use Periodic assessment to target specific skills for students to develop in order to be successful in their academics. Continued progression of developing the native language in all four modalities is essential.
 - c. Through periodic assessment the school is learning aspects of targeting lessons that adhere to students needs. Development of reading and writing skills is cohesively developed through listening and speaking. Which in terms allows specification on developing specific academic skills.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs through progress reports, achievement of student goals, Fountas and Pinnell, REWARDS (Reading, Excellence, Word, Attack, Rate Development Strategies) and additional school exams to monitor students' skill levels. We are able to monitor growth and continue to plan for effective instruction.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Village Academy has a system in place to ensure that all of our ELLs are properly identified and that parents understand the options and services available for their children. The parents are given the Home Language Identification Survey (HLIS) when they register their children in English and their native language. Mr. Diaz our licensed ESL teacher is responsible for administering the HLIS and conducting the initial screening. We have access to additional translators to interview in a native language if need be. The parent coordinator, guidance counselor and bilingual paraprofessional are trained to assist in this process as well. An oral informal interview is given to the parent and child to determine English dominance and the need to move forward with LAB-R testing. Mr. Diaz the ESL teacher is responsible for administering the LAB-R examination to eligible students and for new entrants whose HLIS responses indicate a home language of Spanish and score at or below LAB-R cut off scores, the Spanish LAB is administered as well. Beginning February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the Lab-R to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual education and/or English as a Second Language (ESL) services. Mr. Diaz also uses the RLAT report to view the results of the annual NYSESLAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instruction. The students who come from a home where language other than English is spoken and who are entitled based on the LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
On the basis of the Home Language Identification Survey (HLIS) and the results of the LAB-R administered by Mr. Diaz, parent of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which all three program choices are explained. Effective February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R and assess the English language proficiency of new entrants whose home language is other than English, as indicated on their HLIS. During the first ten days of school an orientation session is held where parents are provided with a video overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners." A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at Village Academy, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the students' cumulative folder and these trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, an outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Letters to parents will be sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been common.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Village Academy ensures that ESL entitlement letters are distributed and are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Parent Survey and Program Selection forms are returned. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. Follow up phone calls and reminders are sent home as well as in personal visits by the ESL teacher at drop-off and dismissal to ensure that parents attend the orientation and return Program Selection Forms. Parents of students who scored at or

above proficiency on the LAB-R are sent a Non Entitlement Letter. Mr. Diaz will meet with the parents to administer the HLIS and go over all of the paperwork at the initial screening. All letters will be kept in the student's cumulative folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Beginning February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the Lab-R to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Identification Survey (HLIS) . It determines if the student is in need of bilingual education and/or English as a Second Language (ESL) services. The NYSITELL provides level tests to verify students' language proficiency relative to the expectations at that point in the school year. Mr. Diaz also uses the RLAT report to view the results of the annual NYSESLAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instructional programs. The students who come from a home where language other than English is spoken and who are entitled based on the LAB-R testing, remain entitled until they test out by scoring at the Proficient level on the spring administration of the NYSESLAT. Those students still eligible receive letters of Continued Entitlement while those who gain proficiency receive Non-Entitlement/Transition letters. Village Academy has access to additional translators to interview in a native language if need be. School activities and information is distributed in English and the Native language. The assistant principal, parent coordinator, guidance counselor, and bilingual paraprofessional are trained to assist in any process of communicating information.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We use the RESL (ATS) to identify students required to take the NYSESLAT. We use RLAT (ATS) report to get the raw scores. The results of our NYSESLAT and Lab R have shown that our students range at various levels from beginning, intermediate and advance in the listening/speaking and reading/writing. We concentrate on all four of these areas when planning and executing our curriculum and instruction. A team of teachers at Village Academy receives training to administer and score all components of the NYSESLAT. The ESL teacher including content area teachers may not administer their own students. Organizing testing areas create appropriate testing conditions for all students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program selection forms for the past few years 2009- Fall of 2011 it indicates that Free Standing ESL program best meets the needs of our student population. All of the parents who were surveyed out of 40 indicated wanted a Free Standing ESL program. In our instruction the main language is English and our instruction is in English. If there are other requests we will then consider creating another program to meet the needs of our ESL students. Native Language resources are accessible for student native language. We will continue to work together as a LAP team to meet the need of our parents based on their choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Our ELL students receive literacy instruction in a grade specific general education class setting with an ELL certified teacher during English Language Arts through a push-in method. It is a co-teaching model with the ELL certified teacher co-teaching with a certified special education teacher as school teaches across the curriculum.
 - b. ELL Students receive English Language Arts instruction aligned to common core state standards daily in 90-minute blocks. Depending on the needs of the student, ELLs may be heterogeneous and homogenous grouped for appropriate instruction. The other students in the class may have CTT as their IEP certification. The ELL certified teacher is able to provide small group instruction and scaffold learning appropriate for ELL students. This is the time where ELLs receive explicit instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Planning and instruction are aligned with the ELS and ELA common core learning standards and aligned with classroom literacy units of study. Each unit students complete a common core-learning task, which are differentiated to meet their needs. Students are assessed for learning using rubrics, checklists, class projects and weekly quizzes. The ESL teacher Mr. Diaz scaffolds instruction using ESL mythology in the context of the balanced literacy approach in order to make the content comprehensible and enrich language development. Mr. Diaz uses visuals through technology, manipulatives to support academic vocabulary in mathematics and modeling. Students also have access to an on-line learning program called Achieve 3000, Imagine Learning and Rewards. Writing is supported with conferences and each student has a portfolio to track their progress with goals set for each unit of study. The Reading Excellence Word Attack Development (REWARDS) program along with Fountas and Phinell is used for assessing reading level and growth over time.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Village Academy ensures that the given Spanish LAB appropriately evaluates ELLs in their native language initially. For state assessments we order side by side testing materials translated in their native languages. For those students whose language is not available in side by translated version we provide translators in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

mathematics and writing.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Our school uses curricular, instructional and scheduling flexibility to meet the needs of the ELL- SWDs within the least restrictive environment. All of our Literacy instruction and the block is departmentalized and teachers have access to differentiated scaffolds to meet the needs of students. Students use books on tape, lpads, interactive book reading on the computer, peer to peer reading to ensure that content

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

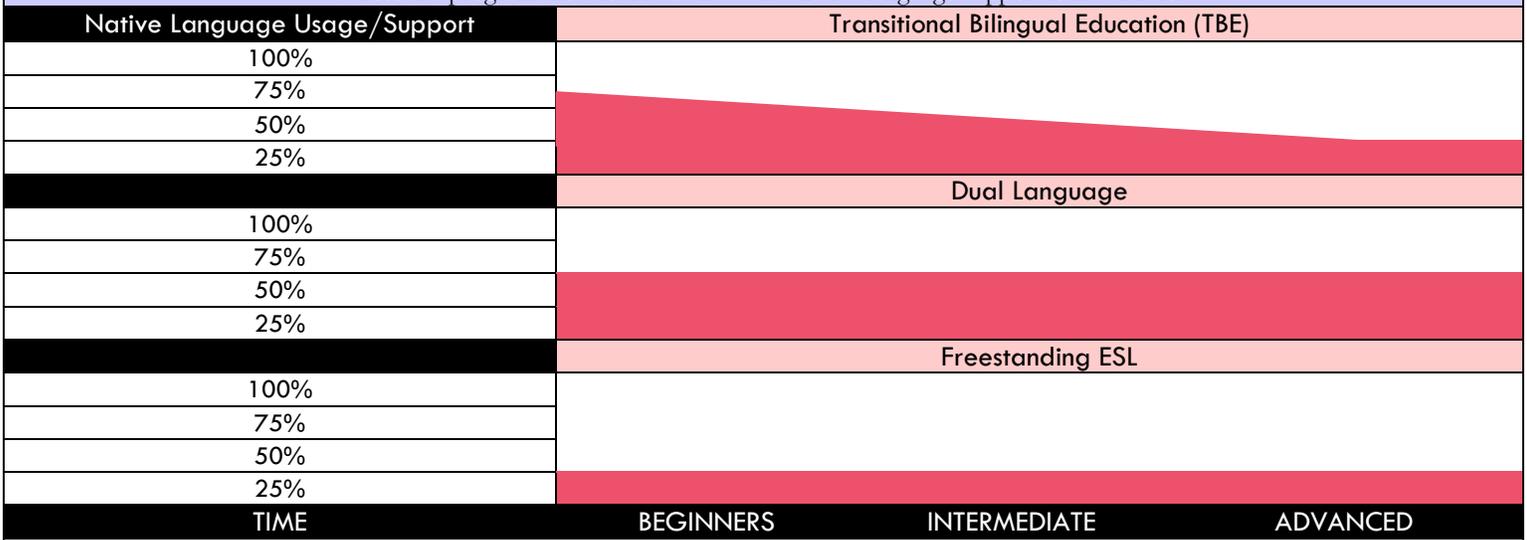
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students including ELLs have access to all school programs. All students in our building are offered full access to our afterschool enrichment and sports programs. We offer CHAMPS, YMCA, and After School tutoring.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
During the Summer before the start of the school year there is a parent orientation. Overview of school expectations and structures are explicitly informed to all who attend.
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
- 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)?
- Paste response to questions here:

C. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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.
 - Teachers also received professional development that empowers them with strategies that they can use to meet the needs of our ELL students along with all of our struggling learners. Along with professional development teachers also observe demonstration lessons that utilize the teaching strategies. Teachers have received professional development on how to effectively implement our reading intervention program REWARDS, Achieve 3000, Imagine Learning and Wilson. They have also received feedback and development from an Aussie consultant. ESL teacher articulates with teachers monthly and provides techniques and strategies to use with ELLs in the mainstream classroom. As a part of school's professional development, 5 sessions will be planned. Tentative dates and topics are the following: January 8, 2014. How to design common core learning standard tasks and scaffolds to meet the needs of ELLs January 19, 2014 How to use vocabulary strategies to help ELLs students with language development February 5, 2014 How to use Read ESL180 program to accelerate learning for ELLs March 12, 2014 How to Support ELLs in Science and Math March 19, 2014 How to provide ELLs with test taking strategies
 - ESL teacher attends Professional development on and off school site in accordance of retrieving accurate information and best practices in serving the ELL population.
 - All teachers are able to identify the ELL population at Village Academy. Therefore, students are presented with a welcoming environment as students' transition into middle school. All ELL students are mainstreamed allowing students to interact amongst various levels of students permitting students to prepare for High School during their years at Village Academy. The ESL teacher provides staff with professional development during school meetings. Also information about professional development off the school site regarding ELLs is highly encouraged. Weekly meetings and monthly common planning address approaches for providing instructional supports that best meet the need of the students. The ESL teacher is accessible to all staff with any inquiries regarding students.
 - Staff member attending hours of Professional Development for Title III will receive credit toward Jose P. The Office of English Language Learners offers professional development opportunities for ESL staff. These opportunities are posted and emailed to staff. Teachers are encouraged to participate in these activities. The ESL teacher also participates in on-going school based as well as professional development provided by the ELL compliance specialists, Protraxx and our network support team. The guidance counselor works with our ESL teacher to help students transition into high school. The ESL teacher and our bilingual paraprofessional also translate information for the guidance counselor about the high school application process.

D. Parental Involvement

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

1. Parent Involvement and ongoing parent communication keeps parents in tune with student goals and ways they can help at home. All materials are sent home and are translated by our assistant principal Mr. Hamilton, Mr. Diaz, bilingual Para, and parent volunteers. Our PTA meets once a month and we have a parent representative who translates all the information into Spanish. We also send out weekly phone blasts with a translation version. We have a family advisory program where a group of students are assigned to a specific teacher which role is to contact our families. A family advisor who speaks Spanish contacts students whose parents speak Spanish. Available to parents are materials in their native language to explain and clarify information about ELL services. There are two meeting held on in September and one prior to the ELA and NYSELAT examinations in March. Translators will be available as needed. Parent Teacher conferences are held in both the fall and spring and translators are available during these conferences to translate.

2. We have a partnership with the Office of Adult Education and we have been working with them to provide ESL classes for the parents and adults in our community. We have also partnered with the Forestdale Father's Initiative to involve parents in their child's education.

3. We evaluate the needs of the parents by looking at the DOE Parent Surveys, by interviews at parent orientation and registration as well language preference on the blue emergency cards.

4. We have a parent coordinator who is responsible for listening to our parents and providing them with programs for translation in their preferred language.

E. Additional Information

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

Part VI: LAP Assurances

School Name: Village Academy

School DBN: 270319

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:** _____

Cluster: _____ **Network:** _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Village Academy	DBN: 27Q319
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 51
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: During the 2013-2014 school year, 30 of our ELL students scored Proficient or Advanced on the ELA state exam, compared with 19 on the Math State Exam. Upon analysis of NYSESLAT data, work samples, and lagging state data, student areas for growth for our Beginners and Intermediate students are phonics, phonemic awareness, vocabulary, writing skills, and reading comprehension. Areas for growth for our Advanced students is Reading Comprehension. Students receive ESL support in order to increase their oral, written, speaking, and listening skills in English.

During the school day, at no cost to Title III and part of the core program, Ms. Mancebo pulls 6th grade students daily for 45 minutes. She provides push in support during math twice per week for 45 minutes. In 7th grade there is pull out support daily for 45 minutes. Also, Ms. Mancebo provides support daily in math, science, and ELA for an additional 45 minutes. 8th grade students receive pull out support daily for 45 minutes.

The SETTS teacher provides extra support during her push in schedule. She supports the Advanced ELLs, regarding the writing process, sentence structure, and parts of speech. 8th grade students receive push in support daily for 45 minutes. (This is not a co-teaching position)

Language of Instruction:

The language of instruction is provided in English and Spanish.

and types of certified teachers:

We have one ESL teacher, Ms. Mancebo, who holds a TESOL license which enables her to teach students K-12.

Types of materials:

Materials used are Imagine Learning, Castle Learning, Myon.com, Reading A-Z, Instruction time, station teaching, group work, Word Generation in Spanish, and Colorin Colorado. Students use ipads, notebooks/binders, pens, and pencils. She also uses school-wide adopted ELA, Science, and Math curriculum materials.

Part B: Direct Instruction Supplemental Program Information

Subgroups and grade levels of students to be served:

6th Grade Students

Beginners: 9; 8-Latino/Hispanic, 1 Asian (Bengali)

Intermediate: 5; Latino/Hispanic

Advanced: 11; 9-Latino/Hispanic, 1-White (Albania), 1-Black (African)

7th Grade

Beginners: 3; Latino

Intermediate: 3-Latino

Advanced: 10; 9-Latino/Hispanic, 1-Black (African)

8th Grade

Beginners: 2; 1-Latino and 1-Black (Haitian)

Intermediate: 2; 1-Latino and 1-Black (African)

Advanced: 6; 5 -Latino and 1-Black (Haitian)

Schedule and Duration

Before school program:

Our sixth, seventh, and eighth graders are served before school, 7:30 am to 8:15 am (Monday, Wednesday, and Friday), by Ms. Mancebo, our ESL teacher. Ms. Mancebo picks them up from the cafeteria at 7:30 am, and travels to room 483. They complete and review their "Do Now" during the first 5 minutes of class. They spend 25 minutes in Imagine Learning, and transition to a Read Aloud and classroom discussions. At times, as the lesson dictates, the Read Aloud occurs prior to Imagine Learning which is computerized. Each class closes following sharing around discussion questions as well as a review of the day's lesson. Students are assessed each Friday with a teacher-generated quiz based upon topic and lesson plan. Imagine Learning also assesses students individually. The weekly progress report from Imagine Learning, informs Ms. Mancebo's instruction regarding student strengths and areas for growth. Lesson plans and subsequent activities and stations are linked to data analysis. Each student has a portfolio and she holds individual student conferences every 15 days. Ms. Mancebo shares this data orally via phone with parents on a monthly basis. Also she updates parents during Parent-Teacher conferences.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Ms. Mancebo attends external professional development sessions by the DOE and UFT, at no cost to Title III. We have ongoing professional development including a Professional Learning community around delivering effective ELL instruction and professional development that supports our teachers in integrating technology into the curriculum to give all ELL 's access as well as PD delivered by our CFN. PLC is held each Monday for 90 minutes, at no cost to Title III. Other on-site PD sessions are 60-90 minutes in length on Tuesdays. External sessions are attended on District PD days for a full work day. Topics covered thus far are: Differentiation for ELLs and Strategic Reading for ELLs. Assistant Principal Joherra Harris and Mr. Bailey, classroom teacher provide workshops.

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: We engage our ELL parents through monthly workshops and activities as they relate to the curriculum, grades, portfolios, promotion, and the ELL identification process. This is done in order to help our parents support their children as they receive ESL support in order to increase their oral, written, speaking, and listening skills in English. It is our hope to also bridge the language barrier for our parents as well. We have a book club once per month which provides the book that students are reading in class in their native language. The PA Vice President, Ms. Pender facilitates the book club assisted by Ms. Mancebo who supports Spanish speaking parents. These meetings take place the 2nd Tuesday of each month, at 4:00 PM. During our monthly PTA meetings, which take place the third Thursday of each month, Ms. Mancebo also translates for Spanish speaking parents. The school provides open parent-teacher conferences during each semester which are published on the school calendar. All written communication is translated and mailed home, and appears in the school calendar, website, am and pm PA announcements, flyers, and letters. All materials are relayed in the family’s home language. Our parents utilize the translation hotline. Additionally, Ms. Mancebo informs parents of student progress once per month. Topics covered thus far: CCLS, extracurricular activities to support ELLs, applications to support the ELLs, use of bilingual dictionaries in the home, strengthening the home-school connection, computer training, and job-hunting skills.

Part E: Budget

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

Allocation Amount: \$__

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____