

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09X263

School Name:

VALIDUS PREPARATORY ACADEMY

Principal:

CHRISTOPHER HIBBERT

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: 9-12 School Number (DBN): 09X263
School Type: High School Grades Served: 9-12
School Address: 1595 Bathgate Avenue Bronx, NY 10457
Phone Number: 718-466-4000 Fax: 718-466-4001
School Contact Person: Mr. Hibbert, Principal Email Address: chibber@schools.nyc.gov
Principal: Mr. Christopher Hibbert
UFT Chapter Leader: Ms. Erika Plumey
Parents' Association President: Ms. Miriam Vargas
SLT Chairperson: Ms. Rebecca Garro
Student Representative(s): Sasha Erazo, Esmeralda Liz

District Information

District: 09 Superintendent: Ms Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Bronx, New York 10468
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-3157

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 411 Network Leader: Elyse Doti

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christopher Hibbert	*Principal or Designee	
Erika Plumey	*UFT Chapter Leader or Designee	
Miriam Vargas	*PA/PTA President or Designated Co-President	
Alfonsina Jimenez	DC 37 Representative, if applicable	
Sasha Erazo Esmeralda Liz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lidj Lewis	Teacher	
Rebecca Garro	Teacher	
Elba Vasquez	Parent	
Myra Barreto	Parent	
Yvette Mosely	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. The mission of Validus Preparatory Academy is to develop students who are committed to life-long health, fitness, and learning. Validus students demonstrate the character traits of responsibility, collaboration, compassion, and commitment and graduate high school with the skills and character needed to become happy, healthy, informed, and successful contributors to their communities.

Validus is consistently recognized by students, families, and visitors for having a family-like atmosphere and a commitment to the whole child. This is supported by our partnerships with NYC Outward Bound, BronxWorks, and BuildOn. Through NYC Outward Bound, all of our 9th graders go on "Wilderness Crew Orientation" for a week at Sharpe Reservation. Through BronxWorks, our students engage in Teen Action to address issues of concern to teens, as well as receiving additional support from an on-site staff person daily. From BuildOn, our students engage in international and local service learning, leadership, and peer mentoring programs as well as receiving additional support from an on-site staff person daily. We also have an outstanding athletics program and extensive extracurricular activities.

2. Despite our successful partnerships, we struggle to meet the needs of all of our students. Our school is located in a high needs area and our students come to us with an average ELA proficiency of 2.21 and math proficiency of 2.20 according to the school's Quality Guide. In addition, over 85% of our students qualify for free or reduced lunch. Our school community works tirelessly to provide students with additional academic and socio-emotional support to help our students succeed.

3. During 2013-14, we saw increases in Regents scores in for ELA (from 39% to 66% passing), US (from 21% to 44%), Algebra (from 19% to 22%), and Living Environment (from 27% to 40%). We also saw a significant increase in attendance from 80% to 82.7%. Our areas for focus this year are to increase our Regents passage rates, increase our attendance rate, decrease our incidents and suspensions, and increase the number of effective teachers.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- During 2013-14, we saw increases in Regents scores in for ELA (from 39% to 66% passing), US (from 21% to 44%), Algebra (from 19% to 22%), and Living Environment (from 27% to 40%).
- According to the School Survey, 95% of parents and 90% of students were satisfied with the instructional core in 2013-14.

Needs

- Global Regents scores decreased (from 48% to 41%).
- For Student Progress, the school received “approaching target” in the Quality Guide. All Regents scores must continue to increase.
- For Student Achievement, the school received “approaching target” in the Quality Guide. The graduation rate for Cohort P was 52%.
- Areas of focus from the 2013-14 Quality Review:
 - 1.1: Curriculum
The reviewer noted that the curriculum is inconsistently reflective of the Common Core Learning Standards and those expectations that are the foundation to building the critical thinking necessary for the post-secondary level. It should be put in perspective that the look-for here is not only curricula that can be taught so as to breed success in students for June Regents assessments, but also curricula that offers much more task-focused opportunity to read actively and critically and write reflectively-- multiple times a class period--with an increasingly mature "voice".
 - 1.2: Pedagogy
It follows, then, that the reviewer would and did look for consistencies in how a Validus student experiences reading, writing, and the structures behind classroom learning expectations across the disciplines. The reviewer found no such consistencies. Those consistencies to develop remain true to the Validus instructional goals this academic year: 1) most basic is that there will be a learning target that exists throughout each class period and is referred to throughout the class 2) Validus students will be exposed to how the day's learning is relevant to real life (real-world connections) and why the learning is worth it in reference to the rest of the curriculum by way of a daily agenda and teachers' explicit connections 3) English language learners and special education students will be held to high standards (as general education learners in each room will be) and teachers' daily lesson plans will reflect concern and planning for their success 4) students will learn by doing and new learning will be applied to reading and writing tasks multiple times within each class period in a way that is cognitively engaging enough that students want to discuss their learning with peers in an on-task way for which they are held responsible and accountable
 - 2.2: Assessment
The above four expectations that Validus classrooms should deliver for students require that every moment counts in each class period, that each part of every lesson has an objective that leads to the day's learning goal, and students' understanding of each part of the lesson is assessed by teachers actively. The reviewer did not see proof of teachers consistently giving meaningful feedback to students (in writing or orally) in ways that sparked further interest in learning topics or provided

teachers with trackable data that led to refinements either in the day's instruction or in future instruction (ie: formative assessments of learning during class or work products with rich teacher feedback displayed on bulletin boards to excite students about their active participation in the Validus learning community). Further, lesson plans and lessons themselves did not consistently reveal that teachers had pre-scripted questions that would not only assess students' understanding, but would push their critical thinking and engagement with the material.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014-15 we will have an ELA Regents passage rate of at least 70%, and Living Environment, Earth Science, Algebra, Global, and US History of at least 50%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
PD and observation follow-up around the Instructional Focus of “higher-order questions” which are key to rigorous lessons and tasks.	Teachers	Entire school year.	Instructional Leadership Team: Instructional Guide, APs, Principal
PD and teacher teamwork focused on the creation and assignment of at least 2 CCLS-aligned student work products in every subject each semester.	Teachers	Entire school year.	Instructional Leadership Team: Instructional Guide, APs, Principal; Department Team Facilitators
PD from our partner, NYC Outward Bound, using resources from the successful Expeditionary Learning model to engage all students in rigorous instruction.	Teachers	Entire school year.	Instructional Leadership Team: Instructional Guide, APs, Principal, NYCOB School Designer
PD focused on analyzing past Regents results and setting department team goals to focus on the highest leverage areas for our students.	Teachers	Entire school year	Instructional Leadership Team: Instructional Guide, APs, Principal; Department Team

			Facilitators
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Instructional Leadership Team
- NYC Outward Bound School Designer
- Department Team Facilitators

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

For the January Regents results, we expect to see increased success for students re-taking the Global, Living Environment, Integrated Algebra, and ELA exams.
We will analyze these results by February 9 when we have our mid-year review with NYC Outward Bound.

Part 6b. Complete in **February 2015.**

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|----|----------------------------------------------------------------------------------------------------------------|---|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths

- In the 2013-14 school year, we saw a decrease in level 4 incidents (from 23 to 19).
- According to the School Survey, 94% of parents and 89% of students were satisfied with the school culture in 2013-14.
- In the 2013-14 Quality Review: *3.4: Positive Learning Environment*
 - With the support of such partnerships, it was obvious to the reviewer that each child in the school has a team of adults who genuinely cares for him/her. Students and families are reflective and articulate about the different types of life experiences Validus has offered, from international travel to community service projects, to the beginnings of college and career preparedness fostered through students' self-advocacy in school matters and reflective participation in student led conferences.

Needs

- Despite the areas of strength indicated by the Quality Review in 3.4, there is still room for growth because the school received a developing for this indicator.
- For School Environment, the school received “approaching target” in the Quality Guide.
- In the 2013-14 school year, we saw an increase in levels 3 (from 8 to 11) and 5 (from 1 to 8) incidents.
- In the 2013-14 school year, we saw an increase in superintendent (from 3 to 12) and principal (from 5 to 10) suspensions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will have a 10% decrease in level 3, 4, 5 incidents from the 2013-14 school year to the 2014-15 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			

A Wellness Coach will be hired and added to our Wellness Center staff in order to build relationships with students that lead to a maintenance of collaboration, respect, discipline, order, and safety.	Students and Staff	Entire Year	Wellness Coach
PD for teachers focusing on our advisory system called "crew" will happen monthly focusing on developing the Validus Character Traits and Habits of Scholarship.	Teachers	Entire Year	Instructional Leadership Team: Instructional Guide, APs, Principal
Monthly ceremonies for students to celebrate and recognize students for perfect attendance and demonstrating the Validus Character Traits and Habits of Scholarship.	Students	Entire Year	Culture and Character Leadership Team: AP, Instructional Guide, Wellness Coach, Social Worker, Guidance Counselor.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Wellness Coach
Culture and Character Leadership Team
Monthly Student Recognition Assemblies with t-shirts and certificates

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.
11. By the end of the first semester we will see a decrease in incidents from the same time last year.
12. We will analyze the data prior to our February 9 meeting with NYC Outward Bound.

Part 6b. Complete in **February 2015**.

13.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X	No
14.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
None because qualitative data from NYCOB Learning Environment Survey reveals that staff is satisfied with new structures and organizational measures that are in place.					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

15. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
16. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- On the 2013-14 Quality Review Validus received a proficient in 4.2, Engaging in structured professional collaborations.
- According to the School Survey, 93% of teachers believed that teachers at Validus work together to improve their instructional practice, 93% of teachers believed that PD experiences included opportunities to work productively with colleagues, and 93% of teachers believed that the professional staff believe that all students can learn including ELLs and students with disabilities.

Needs

- For Closing the Achievement Gap, the school received “approaching target” in the Quality Guide. For ELLs we were barely meeting the target at 164.7% and for students with disabilities we were well below not meeting the target at 95.2%.
- Our collaboration among co-teachers needs to improve in order to see results for our students with disabilities and our ELLs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of collaboration among teachers, we will see a 10% increase by June 2015 in the Quality Guide metric for students with disabilities and a 5% increase in the Quality Guide metric for our ELLs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust 			
Development and implementation of a school schedule that provides time for collaboration among grade teams, department teams, team facilitators, and co-teaching partners.	Teacher teams	August-September	AP, Principal
Strengthening of the school’s diagnostic and interim assessments as well as the use of this data to adjust instruction to meet the individual	Teacher teams	Entire school year	Instructional Leadership Team:

needs of students.			Instructional Guide, APs, Principal
PD addressing the needs of ELLs and students with disabilities.	Teachers	Entire school year	Network 411 support personnel.
PD addressing the use of data to meeting the individual needs of students.	Teachers	Entire school year	Instructional Leadership Team: Instructional Guide, APs, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule re-design for 2014-15 Instructional Leadership Team Network 411 support personnel Per session time for team facilitators to meet regularly

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
21. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
22. Specify a timeframe for mid-point progress monitoring activities.				
By February we will see an increase in the percentage of students with disabilities and ELLs who are on track for graduation. We will analyze this data for our February 9 meeting with NYC Outward Bound.				
Part 6b. Complete in February 2015.				
23.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
24.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 26. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths

- In the 2013-14 Quality Review: *4.1: Teacher Support and Supervision*
 - The reviewer noted that Validus administrators are committed to teacher development and supervision through frequent classroom visitations complete with targeted feedback that teachers noted to have assisted them in their professional development, and trend analysis of their findings that lead to professional development cycles that match teachers' needs.

Needs

- According to the School Survey, 14% of teachers stated the principal is an effective manager, 27% of teachers stated that the principal communicates a clear vision for the school, 27% of teachers stated that the principal knows what is going on in my classroom.
- 9 teachers (36%) at the school were rated “Developing” in 2013-14 and in need of Teacher Improvement Plans.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of teachers will be rated “Effective” in 1e Designing Coherent Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Teachers will develop, tune, and continue to update curriculum maps known as Standards-Targets-Assessments Plans.	Teachers	August-September and January-February	Instructional Leadership Team: Instructional Guide, APs, Principal

PD and observation follow-up will focus on planning lessons that include rigorous engaging pedagogy and using assessment in instruction.	Teachers	Entire school year	Instructional Leadership Team: Instructional Guide, APs, Principal, NYCOB School Designer
Observation cycles by the admin team will include frequent observations followed by actionable feedback aligned to the school's instructional focus and goals.	Admin team	Entire school year	Admin team
Individual teachers as well as teacher teams will receive targeted support from Network 411 content specialists.	Teachers with TIPs	Entire school year	Network 411 content specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional Leadership Team NYCOB School Designer Network 411 content specialists

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 32. Specify a timeframe for mid-point progress monitoring activities.				
By the end of the semester in January, at least 65% of teachers will be effective or highly effective in 1e. This data will be analyzed for our February 9 meeting with NYC Outward Bound.				
Part 6b. Complete in February 2015 .				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 36. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths

- In 2013-14, our average daily attendance increased from 80% in 2012-13 to 82.7%.
- In our 2013-14 Quality Review: *1.3: Leveraging Resources*
 - Validus is notably good at seeking professional partnerships for the school as a whole and coaching partnerships for its faculty and staff that help leverage school-wide goals and function as the framework of a community that is ultimately supportive of whole-child development.

Needs

- The highest priority in this area is to increase average daily attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our average daily attendance for the year will be at least 84%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
37. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 38. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 39. Strategies to increase parent involvement and engagement 40. Activities that address the Capacity Framework element of Trust			
Using the parent engagement time to outreach to families.	Students at risk of failing classes.	Entire school year.	Teachers
Utilizing the attendance team to identify at-risk students and implement interventions.	Students in the 407 report.	Entire school year.	Attendance Team: AP, Parent coordinator, Guidance Counselor, Social

			Worker, Community Coordinator.
Targeting family outreach and utilizing attendance incentives on historically low attendance days such as the day before a holiday or break.	All students.	Entire school year.	AP, Parent Coordinator.
Publicly recognize students for perfect attendance at monthly assemblies.	All students	Entire school year	Culture and Character Leadership Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Attendance Team
Culture and Character Leadership Team
Funds for attendance incentives.
Autodialer.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

41. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
42. Specify a timeframe for mid-point progress monitoring activities.

By the end of the first semester in January, our average daily attendance will be at least 84%.
We will analyze this data for our February 9 meeting with NYC Outward Bound.

Part 6b. Complete in **February 2015**.

43.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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44. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	School created Diagnostics & Interim Assessments Reading Inventory End of year Regents	Wilson Reading Program Language Arts Tutoring ELA Regents Prep Credit Recovery	Small Group	During School After School Saturdays
Mathematics	School created Diagnostics & Interim Assessments Reading Inventory End of year Regents	Problem Solving Tutoring Integrated Algebra & Trig. Regents Prep Credit Recovery	Small Group	During School After School Saturdays
Science	School created Diagnostics & Interim Assessments Reading Inventory End of year Regents	Earth Science and Living Environment Tutoring Living Environment Regents Prep Credit Recovery	Small Group	During School After School Saturdays
Social Studies	School created Diagnostics & Interim Assessments Reading Inventory End of year Regents	U.S. History and Global Tutoring Global & US Regents Prep	Small Group	During School After School Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from: Teacher, dean, “kid talk” discussion in Grade Team and Student Intervention Team	Counseling support provided by guidance counselor and social worker Crew Advisor Groups and Clubs	One on one Whole, small group	During school After school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>Here at Validus, we have a two tiered hiring committee. Once teaching candidates are identified they are first interviewed by teachers, then administrators. They then are asked to prepare and execute a demonstration lesson and meet with an administrator for debriefing and reflection. Once on board, our Instructional Guide works and supports teachers with curricular writing and lesson planning. They receive: 1) weekly professional development based on the PD cycle below 2) attend weekly department team to plan and refine curricular and 3) grade team.</p>

2b. 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).
<p>Validus Professional Development Cycle 1 Map Dates: (Sept. 8, 15, 22, 29; Oct. 6, 20, 27; Nov. 3)</p> <p>Cycle 1 Topic: Higher Order Questions</p> <p>Cycle Schedule:</p> <p>Sept. 8: Higher order questions – Phase 1: study (deepen professional knowledge with best practices and literature)</p> <p>Sept 15: Wilderness and Intensives prep with Lora from NYC OB</p> <p>Sept 22: Analyze Diagnostics (created during August planning; administered during first week of school) Use protocol to analyze student work from diagnostics in order to create differentiated next steps to meet the needs of all students department goals.</p> <p>Sept 29: Higher order questions – (9th grade crew advisors on Wilderness) Phase 2: Plan (use literature and best practices from Phase 1 to plan lessons; grounded in STA plans; also plan for measuring/evaluating impact of strategies)</p> <p>Teachers complete a lesson plan grounded in STA plan and bring it to Phase 3 for tuning.</p> <p>Oct. 6: Higher order questions – Phase 3: Lesson plan feedback (teachers bring lesson plans and tune them using a common protocol)</p>

Oct. 27: Higher order questions – Phase 4: LASW (teachers bring student work from the lessons they developed and tuned together and analyze the work using a common protocol)

Oct. 20: Crew

Departments reflect and prepare to present their learning during their weekly meeting.

Nov. 3: Higher order questions – Phase 5: Departments present best practices (departments reflect on their inquiry cycle and present their learning to the staff)

Cycle Overview: (clockwise cycle)

Cycle Learning Targets (from Work Plan with connections to Danielson):

Goal 1 (Student Achievement): 80% students will have at least two standards-aligned (CCLS and NYS subject standards) student work products in every class each semester. This focus on standards-aligned products will lead to an ELA Regents passage rate of at least 70%, LE, ES, Algebra, Global, and US of at least 50%.

Teacher Learning Target 1: I can plan and implement curriculum, pedagogy, and assessment to support all students in completing standards-aligned products. (1a, 1e, 3b, 3c, 3d)

I can create long-term and supporting learning targets that are aligned to the Common Core (1a, 1e)

I can incorporate rigorous reading and writing experiences based on higher order questions that lead to deeply-informed student products. (1a, 1e)

I can plan and use strategic questioning techniques. (3b)

I know my students and provide multiple entry points in all of my lessons (1e, 3c)

Teacher Team Learning Target 1: I can effectively collaborate with my colleagues (grade and department teams and co-teachers) to plan and implement expeditions and lessons that produce rigorous products. (4e)

We can use the inquiry cycle to learn about, implement, test, and evaluate new strategies to increase student achievement.

We can adjust our lessons and assessments using tuning and LASW protocols.

Connections to QR and EL Core Practices:

QR:

Curriculum 1.1: Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

Pedagogy 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

High Expectations 3.4: Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.

EL Core Practices

CP 7: Producing High-Quality Student Work

CP 10: Planning Effective Lessons

CP 11: Delivering Effective Lessons

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 (CEP) 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Validus Preparatory Academy]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 with 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.



Department of English Language Learners and Student Support

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<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: <u>Validus Preparatory Academy</u>	DBN: <u>09x263</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>13</u>
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Students that have strong academic vocabulary and are able to utilize it in both speaking and writing are more likely to graduate from high school. Our data supports this. Students who fail to graduate from Validus in four years are students who have failed to grasp academic language, therefore, are unable to pass the regents exams nessecary to complete graduation requirements. In order to improve our regents passage by our ELL population we chose to implement an online language course to assist with the development of academic language.

In intermediate level students are targeted because they have the most need and growth potential opportunity in the short amount of time projected for the program of sixteen weeks. Intermediate level students (as determined by the NYSESLAT) will have the opportunity to attend Saturday Academy where they will work on their listening, speaking, reading, pronunciation and writing skills.

The Academy will be targeted towards intermediate ESL students in grades 9-12. Saturday Academy will begin in December and run through April for three hours each week. Approximately 16 classes will be held. The language of instruction will be English. There will be one ESL teacher and one English teacher (based on availability) to teach language skills via the online platform with support from the ESL department. Some materials to be used include: laptops, articles, online language acquisition program, headphones with microphones, workbooks.

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: Research shows that an inspiring and informed teacher is the most related factor influencing student achievement, so it is critical to pay close attention on how we train and support both new and experienced educators. The staff that will receive training are the on-site administrator for the program and the teachers working the program. We will conduct four professional development sessions conducted by the ESL teacher for one hour at the end of the students program. PD will occur monthly from 12-1 pm for four months on the second Saturday of each month. Participating teachers

Part C: Professional Development

and administrators (at no cost to Title III) will receive training pertaining to the online language acquisition program to support our students in the Saturday program. Topics to be covered include log in, set up, assessment creation, technical issues, monitoring progress, general overview, how to enter the program as an administrator and as a student. PD will also instruct teachers on how to extract and utilize student achievement data to assess and modify instruction.

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: Validus will provide ESL classes for parents to improve their communication skills. Parents with strong English language skills are more likely to engage with the school, producing better results for their child in the classroom. Classes will take place Saturday mornings for a 4 week session, 2 hours per day. If demand persists, additional programs can be run. Provider a trained Validus staff member using an online language acquisition program that will be determined per budget and availability. Topics to be covered will include listening and reading comprehension, along with speaking, pronunciation and writing skills. Parents will be notified in Spanish and English by auto-dialer, PTA announcement and via the monthly mailing.

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 	_____	_____

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.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 09	Borough Bronx	School Number 98
School Name Validus Preparatory 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 Javier Ocampo	Assistant Principal Jessica Bruck, Latasha Frisco
Coach Emily Haines	Coach type here
ESL Teacher Nancy Cyrus	Guidance Counselor Dina Pistone
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Caroll Cruz
Related Service Provider Denise Shells	Other type here
Network Leader(Only if working with the LAP team) type here	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.	2	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	379	Total number of ELLs	51	ELLs as share of total student population (%)	13.46%
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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	2	2	6
Discrete ESL class										1	1	2	2	6
Total	0	0	0	0	0	0	0	0	0	2	2	4	4	12

B. ELL Years of Service and Programs

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

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

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	13	4	2	10	2	5	28	3	7	51
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	4	11	40
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	1	1	0	2
Urdu										0	0	0	0	0
Arabic										1	0	0	0	1
Haitian										0	0	0	0	0
French										0	1	0	0	1
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	3	1	2	7
TOTAL	0	18	14	6	13	51								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	1	0	2
Intermediate(I)										9	6	2	9	26
Advanced (A)										8	8	3	4	23
Total	0	18	14	6	13	51								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	9	0	0	0
Integrated Algebra	19	6	2	0
Geometry	3	0	0	0
Algebra 2/Trigonometry	1	1	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	24	0	2	0
Physics	0	0	0	0
Global History and Geography	10	9	1	1
US History and Government	12	0	2	0
Foreign Language	0	0	0	0
Government	0	0	0	0
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.
Early literacy skills are not assessed as it is not applicable at the high school level.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
What is revealed by the data patterns across proficiency levels is that students lack literacy skills. The majority of our students score

much lower on the reading and writing portion of the exam than the listening and speaking. This data has been shared with the instructional team and helps to guide literacy for those specific students. Due to the fact that we don't get many newcomers, the LAB- results show our incoming students to be on the intermediate level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Data reveals that are students lack literacy skills. Listening and speaking skills where stronger than reading/writing. The patterns revealed will affect instructional decisions by driving literacy based interim assessments, school wide literacy initiatives, and teaching literacy skills during teachers common planning time.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Ninth grade students enter with more language needs. As the students increase in grade level, their language levels are improving. In the upper grades most students feel comfortable testing in English only. The school leadership team and teachers are using the results to set instructional goals and plan professional development. The school has learned that students need vocabulary and literacy support. The native language is used to support language cognates.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We are 9 - 12.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Some classes receive text in their native language, if necessary. Teachers differentiate and scaffold instruction, and support native language through the use of native language dictionaries whenever possible.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our ELL program is evaluated by credit accumulation, NYSESLAT scores, regents passage and graduation rate for ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

purposes. Nancy Cyrus and Roko Markolovic conduct all subsequent testing and both are certified ESL teachers and trained to administer all necessary tests.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Multiple opportunities are given to parents to learn about the programs offered at Validus Prep via orientation and information sessions. These are conducted by Nancy Cyrus (ESL certified teacher). At the start of the school year, parents of ELLs are sent an invitation in English and Spanish to attend a program information session. Along with the invitation, they are sent a translated program survey and descriptions of program options. Surveys are also available at the information sessions. Phone calls home are also made to remind parents of the sessions. During orientations and information sessions, administrators and the ESL teacher are available for questions. An informational video is screened in their home language (if available) as well. The orientation occurs within the first ten school days of the new school year. If parents choose a TBE/DL program they are informed that we don't offer at this time due to insufficient students to open a program. Their request is noted and if sufficient students opt for A TBE or DL program one will be created at the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed through out the year as determined by their LAB-R scores . If the report determines that a student did not achieve proficiency, a letter is generated for them. Additionally, if the student places into ESL a letter is generated for the parents. The ESL department gathers data and creates letters for distribution. Copies of the letters are stored in the ESL department. The Parent Survey and Program Selection forms are distributed by the parent coordinator, collected and stored in the student cumulative files by the parent coordinator. The PC ensures the receipt of all documents pertaining to initial enrollment at Validus.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Based on parent choice all students are placed in freestanding ESL program. If parents choose a TBE/DL program they are informed that we don't offer at this time due to insufficient students to open a program. Their request is noted and if sufficient students opt for a TBE or DL program one will be created at the school. Parents are provided with materials in their home language when available and a translator is available for parent interviews. Completed forms are collected and stored by the parent coordinator and documents are stored in their cumulative file.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT administration is announced to students in April. Students are determined eligible for NYSESLAT based the RLAT from ATS. Communication is sent to parents via a letter in April advising them of upcoming testing dates. Additionally, phone calls are made prior to testing dates to remind parents and students to attend on testing days. Exams are scheduled over multiple days with many opportunities for make up sessions are provided. The ESL department maintains a spreadsheet detailing which students have tested for which sections. Based on our documentation if we determine that a student is missing a section we schedule make up accommodate their testing need. Spreadsheet is reviewed daily during testing window and compared to daily attendance to ensure that students in need are captured for testing. Daily make up sessions are scheduled based on students attendance and testing need to ensure as many students as possible are tested.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
100% of parents request ESL services. We offer freestanding ESL with all instruction in English. Parents feel this is the best way to prepare their child for college.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

All instruction is provided in English. Instruction is differentiated, and scaffolded. Support is provided via ESL teacher for skill and content support which includes, lesson modification, focus on academic vocabulary, focus on analytic skills through visuals and graphic organizers, and fieldwork.

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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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.
- Grade teams follow trends of the students learning with interim assessments periodically throughout the year and adjust instruction as necessary. All instruction is in English.
- In ELA, social studies and science targeted interventions include a consideration of the students cultural background and experiences while considering the relationship between the student's language proficiency and literacy skills. Reading fluency and comprehension is assessed through vocabulary comprehension and linguistic proficiency in both the first and second language. In Math, targeted interventions also include a consideration of the students cultural background and experiences while assessing vocabulary comprehension to ensure that it is not a barrier to the understanding of math concepts.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The literacy focus is enriching the reading and writing of ELLs, however, they continue to struggle in content area courses (social studies math and science) as discovered through an analysis of the interim assessments and the state exam data. Additional push in services have been provided and more translated content materials has been made available to staff. Data is reviewed twice a semester to come up with intervention strategies.
11. What new programs or improvements will be considered for the upcoming school year?
- Rosetta Stone will be considered for re-implementation. We find that as students overcome the hurdle of having conversational English and gain confidence - they participate more in work with students other than other ELL students. We will integrate more use of ACHIEVE 3000 as a more content rich program for our ELL students. We will also program the students schedule with more of a focus on content level help and small group instruction to replace electives and hiring an additional ELL specialist. After school support may be implemented to replace electives that are lost during the day.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are programmed as all students are. They have access to all classes. After school and supplemental services are not offered at this time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Laptops, ipads, headsets, and smartboards are available for students to use during class. Bilingual dictionaries, an spanish language texts are available in content area classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported through the use of glossaries and dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- High school students are very tech savy and the resources provided to them allow them internet access which grows their literacy skills. ELLs are able to access information in the languages of their choice and use translation services, if necessary.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All incoming students are invited to an orientation prior to the enrollment in the summer. Additionally, all students are assigned to a crew where school norms are discussed and practiced daily.
18. What language electives are offered to ELLs?
- Spanish is the only language offered to all students.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1.

9/4/2013	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline	1/2 hour on first day: ladder and discipline
9/9/2013	Revisit norms. Grade team norms and goals. 30 min. Consortium Responsibilities Doc and voting.			
Wilderness	PSAT/College Board/Extras Fair	Transcripts	Transcripts	
9/16/2013	Individual teacher goals. Wilderness and Intensives Prep/9th with Crews and OB			Wilderness
Resumes + Eportfolios	Resumes + Eportfolios	College Checklist & SAT - Nov 2	9/17 Strong Discipline	
Wilderness	Wilderness	Resumes + Eportfolios	Resumes + Eportfolios	College Checklist & SAT - Nov 2
9/30/2013	2:00 Consortium			
Check in on discipline consistency				
Crew - goals and chunks and Career Day invites				
Eportfolios				
Debrief intensives.	Wilderness	Resumes + Eportfolios	Resumes + Eportfolios	College Checklist & SAT - Nov 2
10/7/2013	30 minutes: SESIS, ARIS, Departments - STA Tuning/Diagnostics		Science opening	Wilderness PSAT
PSAT	College Checklist & SAT - Nov 2			
No School	Wilderness	College Checklist & SAT - Nov 2		
10/21/2013	Grade Teams - parent conf. Community Walk 2:40-3:40		Talk it Out	Talk it Out
College Checklist & SAT - Nov 2				
10/28/2013	Grade Teams - diagnostic protocol and binders, reflect on goals. Product Check-in, Winter 9x2, circles survey 10 min survey monkey.			
Survey.	Talk it Out	Talk it Out	Transcript Presentation Prep	College Checklist & SAT - Nov 2
11/4/2013	Crew. College March - 5 min. Grade Teams. Announce SWSD.		Crew opening	Talk it Out Talk it Out
Transcript Presentation Prep				
11/5/2013	National Conference Share-out, Departments - Lesson Study; 4 hours restorative practices 9-1:45 including lunch. 1:45-3:43 is our time. 8:53-3:43			
No School	11 Present to 9&10 11/14-15 on transcripts 11 Present to 9&10 11/14-15 on transcripts 11			
Present to 9&10 11/14-15 on transcripts	Talk it Out			
11/18/2013	SWSD. Department goal reflection and lesson study, IA #1 by end of November. English opening			
Talk it Out	11/19 Strong Discipline			
11/25/2013	National conference share-out, Grade teams - expedition and hq product check-in and department teams - lesson study and IA #1.			
service day opening	Character	Talk it Out	Talk it Out	
12/2/2013	Check in on discipline consistency. Crew, SLCs, Grade Teams.		crew opening	Character College
Board Accounts	Talk it Out	Prepare College Presentation		
12/9/2013	College March, Departments - Lesson Study/ IA #1		Departments, Academic Contract	special services
opening	Character	Talk it Out	Prepare College Presentation	
12/16/2013	Grade Teams - products, Winter 9x2, SLC products; SLC appointments and spreadsheet.			science opening 12
present to 9 on college process 12/18	12 present to 9 on college process 12/18			
Break				
1/6/2014	Crew closings & reflections & Regents confidence building, grade teams - expeditions, (announce: Midyear survey in crew).			
crew opening	SLCs	SLCs	1/7 Strong Discipline	
1/13/2014	STA Planning 2nd semester.		social studies opening	SLCs SLCs
No School	Closings Closings			
Regents Expedition Planning and STAs. Circles.				
2/3/2014	Check in on discipline consistency. Crew. Reflection on goals - revise goals and instructional focus, SLCs, STA Plans, Expeditions, HQ products.			
crew opening	Not in Our School	Not in Our School	Transcripts	Transcripts

2/10/2014 Break	Departments - Lesson Study	English opening	Not in Our School	Not in Our School			
2/24/2014 Maps and Budgets	Departments/Grade Teams 2/25 Strong Discipline		Health Challenge	Health Challenge	Life Maps and Budgets	Life	
3/3/2014 Challenge	Check in on discipline consistency.	Crew, Product Check-in	crew opening	Health Challenge	Health		
3/10/2014 and Budgets	Departments - Lesson Study/IA #2	special services opening	Health Challenge	Health Challenge	Life Maps		
3/17/2014 Olympics	Departments - Lesson Study	math opening	Olympics	Olympics	Olympics		
3/24/2013	Plan Intensives	science opening					
3/31/2014 Career (Some college lessons from Leanne)	Check in on discipline consistency.	Crew	crew opening	Career (Some college lessons from Leanne)			
4/7/2014 Break	Community Walk	social studies opening	Career	Career	4/8 Strong Discipline		
4/28/2014 2 presentation Intensives	Plan Intensives, Department Gallery Walk	English opening	Career	Career	Prepare college part		
5/12/2014	Departments - Lesson Study/IA #3	College Prep	special services opening	12 present to 9 on college process part 2	5/16		
5/19/2014 No School	Grade Teams	College Prep	College Prep	Final Word			
6/2/2014	Check in on discipline consistency.	Crew	crew opening	College Prep	Final Word		
6/9/2014	Departments - Lesson Study	math opening	Closings	Closings	Closings	Closings	
6/16/2014	Departments - Lesson Study	science opening	Closings	Closings	Closings	Closings	

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x263

School Name: Validus Prep

Cluster: CFN

Network: 411

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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