



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **27Q319**

**School Name:**                       **VILLAGE ACADEMY**

**Principal:**                           **DORIS LEE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Village Academy School Number (DBN): 27Q319  
Grades Served: 6-8  
School Address: 1045 Nameoke Street, Far Rockaway, NY 11691  
Phone Number: 7184716042 Fax: 718-471-6243  
School Contact Person: Michelle Perrone Email Address: mperrone@schools.nyc.gov  
Principal: Doris Lee  
UFT Chapter Leader: Darline Michel  
Parents' Association President: Keisha Ragin  
SLT Chairperson: Kimberly Pender  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Kimberly Pender  
Student Representative(s):

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416.  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718-642-5770 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

Queens (District 27, 28,  
BFSC: 29) Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416  
Director's Email Address: MWilks@schools.nyc.gov  
Phone Number: 7186425700 Fax: 718-642-5705

## 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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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<br>(Blue Ink) |
|------------------|---|-------------------------|
| Doris Lee        | *Principal or Designee  |                         |
| Darline Michel   | *UFT Chapter Leader or Designee   |                         |
| Keisha Ragin     | *PA/PTA President or Designated Co-President  |                         |
| Mary Carnacchio  | DC 37 Representative (staff), if applicable   |                         |
| Kimberly Pender  | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                  | CBO Representative, if applicable   |                         |
| Hannah Grayson   | Member/UFT  |                         |
| Matthew Hamilton | Member/AP   |                         |
| Damara Lee       | Member/Parent   |                         |
| Cynthia Abraham  | Member/Parent   |                         |
| Felicia Bryant   | Member/ Parent  |                         |
|                  | Member/   |                         |

| Name | Position and Constituent Group Represented | Signature<br>(Blue Ink) |
|------|--|-------------------------|
|      | Member/                                    |                         |

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

#### **The Framework for Great Schools and SCEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## **Accountability Tools and the Framework for Great Schools**

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

## **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

**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.**

### **Mission Statement**

Our mission is to educate the entire family and create stronger family units that will facilitate success in our students and improve our community.

### **Vision Statement**

Both students and families will receive ongoing academic, social and emotional support. Every student will leave our school equipped with the tools to a brighter future as problem solvers, critical thinkers and efficient readers on their path to a higher education and productive lives.

At Village Academy building leadership is one of our greatest strengths. With a fairly new staff we accelerate the learning process through training, professional development, and dedication due to leadership. We have an Instructional Leadership Team (ILT) which meets weekly after school to ensure the alignment of curricula and instruction across all contents and grades. This group is charged with ensuring clear and accurate communication across the school as well as accountability amongst their colleagues. Through weekly e-mails, inter-visitations, common planning, and ongoing conversations the ILT works with each pedagogue to support in delivering effective instruction. Planning of professional development, instructional budgetary needs, and effectiveness of school programs along with the implementation of new programs are discussed and vetted at ILT. They turn-key important information to their teams which garners buy-in and supports to ensure consistency. The impact is a culture of shared leadership, staff buy-in, consistency of instructional practices, ongoing professional development, and shared best practices.

Another best practice at Village Academy is our real-world tasks that allow students to explore careers, problems in the world, society, and their communities, as well as take action through authentic writing pieces. This year our students are engaging in a real world project to improve healthy eating options in Far Rockaway by raising 1.5 million dollars for a rooftop garden. They have also explored careers around engineering, medicine, biology, science, advertisement, entrepreneurship, and a host of others through real-world tasks. The impact is that our students realize they have voice, power and rights. They are also prepared for high school and college and have strong ideas about possible careers of interest.

One of our most effective practices is the use of technology. We utilize technology to engage and differentiate instruction. Through the creative use of Blogging, Google Classroom, ST Math, MYON, QR Scan codes, Show Me, Air Server, Videos, NewsELA, Prezi, Apple TV, and a host of other programs students are provided with access to the curriculum at all levels along with ongoing assessment feedback and academic supports. The impact is that all learners have access to the curriculum. Students are assessed in a variety of modes that allow for deeper understanding of what students really know. Students are also being prepared for the 21<sup>st</sup> century by learning how to use technology to present ideas.

**Special student populations and what their specific needs**

We currently have a large population of Students with Disabilities (approximately 1/3) and English Language Learners (approximately 15%). The needs of these students include special accommodations for learning disabled and for those with emotional difficulties. Teachers are given specific professional development in instructional practices that utilize ongoing and precise analysis of data which occurs weekly in grade team and content area meetings. School leaders have allocated funding for additional planning in which teachers collaboratively write curricula and develop pacing calendars, units, and assessment designed to engage students in the lowest third of the population in terms of proficiency. With the data, students are placed in differentiated cohorts that take into account their individual literacy and math levels and assist teachers in supporting students' individual academic needs. Ninety-eight percent of our students are Black (78%) and/or Hispanic (20%) with lunch applications that indicate a qualifying percentage of students at an income level for free or reduced lunch.

**The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.**

**Progress**

**Collaborative Teachers**

Teachers were engaged in very collaborative work since September, beginning with the Professional Learning Communities, where teachers divided into groups of 5-7 with a lead teacher or administrative facilitator and studied articles and books pertaining to components 3b, 3c, and 3d of Domain 3 (Instruction) of the Danielson Rubric. Each week teams met to discuss instructional initiatives decided upon based on the individual readings and data from student work. A share out of the results of the implemented idea brought about a continued conversation and a refinement of teaching practice for all members. This initial 6-week cycle culminated in a PLC Symposium where each group presented their research to the members of the district and beyond.

**Rigorous Instruction**

Teachers continued working collaboratively in content area groups by taking instructional videos of themselves, sharing the recording back to groups on a weekly basis, and providing mutual critiques to become more effective in targeted areas based on observations and data analysis. The following are a set of beliefs about instruction that is continually shared with teachers and drives instructional initiatives, budget allocations and hiring decisions:

**Effective School Leadership**

Professional growth was fostered and built by school leadership around the following set of beliefs about how students learn:

**Our Beliefs on How Students Learn Best**

1. Through the use of technology- to engage student and differentiate instruction.
2. Through the use of stations- to differentiate instruction, allow student movement and increase engagement through various activities.
3. Through academic discourse and group work: to allow students to share their thinking and gain deeper understanding while increasing student engagement.
4. Through conferencing- to set individual and small group goals and monitor student progress.
5. Through building relationships- by building trust and positive relationships with students, families and our colleagues.

## **Key areas of focus**

1. Even with substantial improvement, based on an internal survey conducted we identified the need to increase consistency with disciplinary concerns and increase the effectiveness of communication about changes and administration's initiatives
2. In order to support all teachers, we will create a comprehensive list of practices that every new teacher should know in order to be successful. To create the most authentic list we plan to create a poll for teachers to assess their stance on issues that pertain to their teaching practice and the concerns that they express on the questionnaire.
3. Outreach to parents is an area of improvement for us this year and we will employ methods to communicate to parents and allow them to communicate with us in a consistent and authentic fashion.
4. Student discussion will include peer review assessments and a thorough explanation of the rubric (in a student-friendly language) to create student ownership of tasks, student assessments and content standards.
5. To work on "Inclusive Principal Leadership" we will have explicit communication with staff about roles and responsibilities of leadership, what responsibilities are shared, and how decisions are made.

## 27Q319 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |       |
|---|----------|---|-----|---|-------|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 329 | SIG Recipient                                 | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |          |   |     |   |       |
| # Transitional Bilingual  | N/A      | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A   |
| Types and Number of Special Education Classes (2014-15)         |          |   |     |   |       |
| # Special Classes   | N/A      | # SETSS   | N/A | # Integrated Collaborative Teaching           | 6     |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |       |
| # Visual Arts   | 11       | # Music   | 10  | # Drama                                       | N/A   |
| # Foreign Language  | N/A      | # Dance   | N/A | # CTE   | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |       |
| % Title I Population  | 87.7%    | % Attendance Rate                               |     |   | 92.9% |
| % Free Lunch  | 73.2%    | % Reduced Lunch                                 |     |   | 1.2%  |
| % Limited English Proficient                                    | 13.3%    | % Students with Disabilities                    |     |   | 27.5% |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |       |
| % American Indian or Alaska Native                              | 0.6%     | % Black or African American                     |     |   | 82.1% |
| % Hispanic or Latino  | 14.8%    | % Asian or Native Hawaiian/Pacific Islander     |     |   | 0.6%  |
| % White   | 1.9%     | % Multi-Racial                                  |     |   | N/A   |
| Personnel (2014-15)   |          |   |     |   |       |
| Years Principal Assigned to School (2014-15)                    | 5.34     | # of Assistant Principals (2014-15)             |     |   | 2     |
| # of Deans (2014-15)  | N/A      | # of Counselors/Social Workers (2014-15)        |     |   | 2     |
| Personnel (2013-14)   |          |   |     |   |       |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A      | % Teaching Out of Certification (2013-14)       |     |   | 2.4%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.6%     | Average Teacher Absences (2013-14)              |     |   | 6.75  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | 5.9%     | Mathematics Performance at levels 3 & 4         |     |   | 10.4% |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     |   | 31.8% |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     |   | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |          |   |     |   |       |
| % of 1st year students who earned 10+ credits                   | N/A      | % of 2nd year students who earned 10+ credits   |     |   | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A      | 4 Year Graduation Rate                          |     |   | N/A   |
| 6 Year Graduation Rate  | N/A      |   |     |   |       |
| Overall NYSED Accountability Status (2014-15)                   |          |   |     |   |       |
| Reward  |          | Recognition                                     |     |   |       |
| In Good Standing  |          | Local Assistance Plan                           |     |   | X     |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |       |
| Priority School   |          |   |     |   |       |
| <b>Accountability Status – Elementary and Middle Schools</b>    |          |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | NO    |
| Hispanic or Latino  | NO       | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | NO       | Limited English Proficient                      |     |   | NO    |
| Economically Disadvantaged                                      | NO       |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     |   | YES   |
| Economically Disadvantaged                                      | YES      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | YES      |   |     |   |       |
| <b>Accountability Status – High Schools</b>                     |          |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A      | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A      |   |     |   |       |

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

|   |   |                    |
|---|---|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |   |                    |
| <b>Tenet 3 Statement of Practice (SOP) Addressed</b>  |   | <b>HEDI Rating</b> |
| 3.2   | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | HE                 |
| 3.3   | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.                                   | HE                 |
| 3.4   | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.            | E                  |
| 3.5   | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.                                  | E                  |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>We will provide additional support for new teachers to guide them in implementing rigorous instruction and improve assessment planning. Pre and post assessments will be implemented for all content areas with on-going feedback to students based on data, which takes into consideration the higher ELA proficiency scores and lower Math scores (3.5). We will create interdisciplinary curricula to demonstrate a coherent and engaging instructional environment to ensure connections are made across content areas (3.4).</p> <p>Teachers are able to effectively self-assess and autonomously critique instructional practices based on a collection of feedback, peer-to-peer meetings, and other internal and external professional development in particular areas identified by on-going observation by administration and teacher leaders. We plan to leverage the strength that we have in collaborating among teachers (cited in our Quality Review as Well-Developed), which is a part of the Framework for Great Schools, giving ample time and opportunity to analyze the formative data trends that will determine student success.</p> |   |                    |

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will implement systems and structures for students to self-assess, track progress, reflect, and increase student ownership of their learning as evidenced by 85% of teachers being rated Effective or Highly Effective in Danielson Domain 3D by the end of the school year.

### **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Professional Development for new teachers with 1-2 years experience and teachers with a rating of less than effective will receive ongoing individualized professional development based on needs identified by Danielson Ratings.</p>   | <p>New Teachers</p>  | <p>Entire school year on a weekly basis</p>                       | <p>PLC groups, ILT members, New teacher mentors, subject leaders</p>  |
| <p>Integration of IEP goals to be monitored and evaluated closely to track student learning trends</p>  | <p>SWD's</p>   | <p>Monthly throughout the school year</p>                         | <p>Instructional Leadership Team and teaching staff</p>   |
| <p>Quiz data will be closely analyzed to adjust instructional methods (i.e.</p>   | <p>Students</p>  | <p>Entire school year on a bi-weekly basis</p>                    | <p>Instructional Leadership Team and teaching staff</p>   |

|   |          |                            |   |
|---|----------|----------------------------|---|
| student groupings, scaffolds and one-to one conferences).   |          |                            |   |
| Culturally relevant communication with parents conducted during family outreach and professional time allotted within the contract.<br><br>SLT to discuss the instructional goals and the methods to ensure consistent, high-quality curriculum and teaching practices. Communication about and via Pupil Path within Datacation. | Families | Weekly throughout the year | PLC groups, ILT members, New teacher mentors, subject leaders |
| Regular walk-through and observations to ensure implementation of feedback<br><br>Data analysis on a bi-weekly based check via Skedula  | Teachers | Weekly throughout the year | Administration, PLC's   |

**Part 4 – Budget and Resource Alignment**

|   |                 |  |             |  |            |  |                  |   |                          |   |       |
|---|-----------------|--|-------------|--|------------|--|------------------|---|--------------------------|---|-------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |                 |  |             |  |            |  |                  |   |                          |   |       |
| In order to achieve the goal, we will utilize teacher teams to discuss student data, review IEP goals with Special Education teachers and the SBST. Per-session will be allocated in the event that regular programs are not sufficient to provide adequate planning to implement the strategies and/or activities. |                 |  |             |  |            |  |                  |   |                          |   |       |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                 |  |             |  |            |  |                  |   |                          |   |       |
| X   | Tax Levy        |  | Title I SWP |  | Title I TA |  | P/F Set-aside    | X | 21 <sup>st</sup> Century | X | C4E   |
|   | Title I 1003(a) |  | Title III   |  | PTA Funded |  | SIG or SIF Grant |   | School Success Grant     | X | Other |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |
| During the month of January school leadership will analyze the MOTP data of teachers within Advance as well as students’ formative assessment data to determine progress toward the goal and the next steps necessary to achieve the goal by June 2016. Teachers will be able to speak to the progress they have made instructionally and demonstrate it by referencing established artifacts (portfolios, student tasks/writings, assessment data, etc.) and the impact they have had on students thus far. Thirty-five percent of teachers will increase their level of effectiveness in the 4 domains, according to Advance data |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |



**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

|   |  |                    |
|---|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |  |                    |
| <b>Tenet 5 Statement of Practice (SOP) Addressed</b>  |  | <b>HEDI Rating</b> |
| 5.2   | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.   | E                  |
| 5.3   | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.  | E                  |
| 5.4   | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E                  |
| 5.5   | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.  | HE                 |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>We have systems in place for referrals and tracking students, but in order to continue being effective we will increase our professional development and strengthen our referral systems to create a more supportive environment for our students. As evidenced by OORS data, there has been a decrease in suspensions, we have outperformed the city and the district in attendance, our chronic absenteeism is less than the city-wide average and we have consistently moved students to less restrictive environments. Also, according to the Framework for Great Schools Report 2015, our areas of strengths are in safety, classroom behavior, social emotional measures, peer interactions, personal attention and support, and peer support for academic work. In order to sustain success in these areas, we will set a consistent referral process and maintain an effective advisory program that allows students and families to receive ongoing support.</p> |  |                    |

**Part 2 – Annual Goal**

|   |
|---|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>To continue the implementation and education of our staff, they will attend/recieve professional development on the following procedures:</p>  |

- a) A streamline process of referrals which will be available to all staff on the portal of the school website, (vanyc.org).
- b) Developing a referral process for effective student intervention and
- c) An effective advisory program in which students and families can seek ongoing support.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p> |
|--|---|--|--|
| <p>Professional development for staff in specific areas identified via analysis of disciplinary data.</p>  | <p>All staff</p>  | <p>Sept-June, 2016</p>                                     | <p>Counselors</p>  |
| <p>Referral system for behavioral interventions will</p>   | <p>Teachers</p>   | <p>Sept-June</p>   | <p>Technology coordinator</p>  |

|   |             |                   |                                     |
|---|-------------|-------------------|-------------------------------------|
| be available to all VA staff on the staff portal of the school website.   |             | 2016              |                                     |
| Parent workshops will be conducted to support and inform parents of available resources. Parent workshop curricula will be disseminated and presented through the school PTA. | VA families | Sept-June<br>2016 | Grade Teams and counselors/ Parents |
| Fine tune the advisory program so that periods are more focused across the board to meet student needs.   | Students    | Sept-June<br>2016 | Teachers                            |
| Regular walk-through and observations to ensure implementation of feedback<br><br>Data analysis on a bi-weekly based check via Skedula  | Teachers    | Sept-June 2016    | Administrators and Teacher Leaders  |

**Part 4 – Budget and Resource Alignment**

|  |                 |  |             |  |            |  |                  |   |                          |  |       |
|--|-----------------|--|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |                 |  |             |  |            |  |                  |   |                          |  |       |
| We will utilize counselors from Counseling In Schools (CIS) to provide professional development to teachers, a technology coordinator for the upload of referral systems for easy access. Scheduling will consist of teachers meeting weekly in grade and content teams to discuss trends and refine processes for grade-wide initiatives and culture building activities. An advisory curriculum will be introduced that will achieve a cohesive set of units and lessons teaching social and emotional astuteness on a horizontal level by grade. Supplemental materials (books, textbooks, magazines, periodicals, and other multimedia resources) will be utilized to engage students in the advisory curriculum. Budgetary alignment will facilitate meeting times if necessary to accomplish the tasks associated with the above strategies. |                 |  |             |  |            |  |                  |   |                          |  |       |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |                 |  |             |  |            |  |                  |   |                          |  |       |
| X  | Tax Levy        |  | Title I SWP |  | Title I TA |  | P/F Set-aside    | X | 21 <sup>st</sup> Century |  | C4E   |
|  | Title I 1003(a) |  | Title III   |  | PTA Funded |  | SIG or SIF Grant |   | School Success Grant     |  | Other |

**Part 5 – Progress Monitoring**

|  |
|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| We will assess the effectiveness of the strategies by polling teachers at the start of the second semester (January 2016) and move forward with the initiatives that proved to be successful. We will, if successful, see a continued decrease in referrals (by 50%) to the Save Room, teacher removal, and principal suspension as a result of the planning and strategies developed during the first half of the year. Parents will be able to articulate the school culture goals and the role that they play in enhancing the academic and social/emotional stamina of their children. |

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

|  |  |                    |
|--|--|--------------------|
| <b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>   |  |                    |
| <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>   |  |                    |
| <b>Tenet 4 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 4.2  | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.                                | E                  |
| 4.3  | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.   | E                  |
| 4.4  | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.     | E                  |
| 4.5  | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | E                  |
| <b>Part 1b. Needs/Areas for Improvement:</b>   |  |                    |
| <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>  |  |                    |
| <p>One of our strengths as a school is our collaborative teacher teams and distributive leadership, which is the way we ensure that instructional practices and strategies are organized around the Common Core Learning Standards. In order to inform planning, we will use an interactive curriculum with pacing calendars, units, and daily lesson plans driven by data. The data is based on our Quality Review feedback where we received a Well-Developed for our collaborative teacher teams, which include reflective dialogue, peer collaboration and collective responsibility.</p> <p>Our area for growth is to ensure planning addresses all student goals tailored to their strengths and needs, in order to foster student participation. We will employ multiple entry points and knowledge of students’ varied experiences by using a variety of summative and formative data sources (e.g. screening interim measures and progress monitoring).</p> |  |                    |

**Part 2 – Annual Goal**

|   |
|---|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, 85% of the teaching staff will be Effective or Highly effective in 3c, specifically using instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles as evidenced on teachers’ MOTP Advance ratings.</p>   |

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|--|--|---|---|
| <p>Include inquiry-based meetings (data driven) that include data analysis that informs and verifies the refinement of practices.</p>  | <p>ELL's, SWD's</p>  | <p>Sept. 2015-June, 2016</p>                                      | <p>Administration, teacher leaders (PIC's and DT's) teachers</p>  |
| <p>Use common planning to implement student work protocol and share best practices. Specifically, an emphasis on student work stations that provide differentiation and take into student learning styles and preferences.</p>   | <p>All students</p>  | <p>Sept. 2015-June, 2016</p>                                      | <p>Administration, teachers &amp; content area leaders</p>  |

|  |                      |                          |   |
|--|----------------------|--------------------------|---|
| Inter-visitations, instructional videos and debriefs   | All teaching staff   | Sept. 2015-June, 2016    | Administration, PCT's, teachers, guidance counselors, social worker |
| Set a school-wide norm with clear expectations for student responsibility for learning.  | All teaching staff   | Sept. 2015-December 2015 | Administration, PCT's, teachers                                     |
| Communication with families about the importance of their involvement and the multiple ways that they can become a greater part of the school's initiatives. | Parents and Families | Sept. 2015-December 2015 | Principal, Assistant Principals, PCT's, teachers, Deans             |

#### **Part 4 – Budget and Resource Alignment**

|   |                 |  |             |  |            |  |                  |   |                          |  |       |
|---|-----------------|--|-------------|--|------------|--|------------------|---|--------------------------|--|-------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |                 |  |             |  |            |  |                  |   |                          |  |       |
| We will leverage the relationships we have developed with our TEA (Teacher Effectiveness Ambassador) to help with the inquiry process and grow in our ability to utilize instructional protocols to engage students and increase levels of effectiveness for teaching as evidenced by the Danielson Framework.              |                 |  |             |  |            |  |                  |   |                          |  |       |
| We will leverage the ample amounts of technology (Ipads, MacBooks, PC's) that we have to engage students in classes and facilitate teacher communication, dissemination of information via online software (Google Docs, Google Drive, et. Al) for the purpose of tracking progress toward established instructional goals. |                 |  |             |  |            |  |                  |   |                          |  |       |
| We will leverage our strength of teacher collaboration to continue to discuss and analyze data, trends, new initiatives, weak areas and concerns expressed during common planning meeting.  |                 |  |             |  |            |  |                  |   |                          |  |       |
| <b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.  |                 |  |             |  |            |  |                  |   |                          |  |       |
| X   | Tax Levy        |  | Title I SWP |  | Title I TA |  | P/F Set-aside    | X | 21 <sup>st</sup> Century |  | C4E   |
|   | Title I 1003(a) |  | Title III   |  | PTA Funded |  | SIG or SIF Grant |   | School Success Grant     |  | Other |

#### **Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.   |
| We will see an increase in MOTP ratings on individual feedback forms with at least 75% of teachers showing trends indicating a closer realization of the goal.  |
| We will have a record of at least 5 pieces and sessions of feedback and correlating teacher lesson plans that demonstrate a trend toward the more effective designing of coherent instruction.  |
| Instructional tasks and student work will demonstrate an overall improvement in lesson plans and thoughtful execution of learning standards based upon student data and best practices. This improvement will be evidenced by an increase in the improvement of students' weekly quiz scores, specifically a 10% increase for the assessed standards on the quiz. |
| The three benchmarks will be visible by February 2016.  |

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

|  |  |                    |
|--|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>   |  |                    |
| <b>Tenet 2 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 2.2  | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).                                     | HE                 |
| 2.3  | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.  | HE                 |
| 2.4  | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.  | HE                 |
| 2.5  | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | HE                 |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul>   |  |                    |
| <p>As evidenced by a QR rating and the Framework for Great School report we are rated “Excellent “in Effective School Leadership. Our school leader makes strategic decisions to organize programmatic, human and fiscal capital. Our school program allows for ongoing teacher collaboration horizontally and vertically. Each grade team has two leaders who are able to keep open lines of communication and support student learning as it aligns to our mission and vision. We also provide targeted and individualized professional development through in-house and outside sources. We boast a robust technology program that allows students to use a multitude of devices to expand their learning.</p> <p>Our school mission and vision is clear and translates into our community partnerships that enable the school to meet the academic and social needs of all students (i.e. Counseling in School, Queens Teen Library, the YMCA Expanded ED, OHEL Drama Therapy, Ladies with Purpose, Gentlemen’s Club, VIP, Learning Leaders, and Children Center, Peer Group Connection.)</p> <p>Due to our clear system of frequent observations, we saw an increase in our Advance ratings overall with of teachers being effective and highly effective from September 2014-June 2015. The school leaders have a fully functional system in place to conduct targeted and frequent observations of teachers based on student data and feedback i.e. (teachers are observed on a weekly basis). The school leaders in partnership with the instructional leadership team (ILT) and principal’s cabinet meet on a weekly basis to monitor and evaluate progress towards SMART goals and priorities as it relates to the mission and vision of the school. The school leader requires the staff to utilize evidence-based systems such as Engrade Pro, Dojo, ATS, SOHO, I-LOG and Advance rating system to address individual and school-wide practices.</p> |  |                    |

According to the Quality Review, student proficiency needs to increase in order for the school to become Well Developed in the area of assessment (2.2).

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in the lowest third of the population will increase in proficiency in ELA and Math by 50% by incorporating the data (baseline, formative, and summative assessments) within each unit of study for both content areas.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>To collaborate with our teacher support liaisons, hire staff to support with</p>   | <p>Staff, VA Hiring Committee</p>                              | <p>September 2015 to June 2016</p>                                | <p>Principal, School Cabinet, ExpandEd Director</p>   |

|   |                              |   |   |
|---|------------------------------|---|---|
| student achievement and social/emotional growth.  |                              |   |   |
| Keep an open line of communication with all of our teachers, parents, students, and expanded learning programs by using vanyc.org to share school-wide events, monthly meetings and sharing student assessment data via alternative on-line software. | Staff, parents, and teachers | September 2015 to June 2016                   | School leadership, Teachers, Parent coordinator |
| Professional development sessions will be planned to ensure a cohesive, uniform, and effective method for data analysis to be the foundation for lesson planning and daily instruction.   | Staff, parents, and teachers | September 2015 to June 2016                   | School leadership, teacher leaders              |
| Communication with families about the importance of their involvement and the multiple ways that they can become a greater part of the school's initiatives.  | parents                      | September 2015 to June 2016                   | School leadership, teacher leaders              |
| Regular walk-through and observations to ensure implementation of feedback<br><br>Data analysis on a bi-weekly based check via Skedula  | Teachers                     | By weekly through September 2015 to June 2016 | School leadership (Principal and APs), PCT's    |

**Part 4 – Budget and Resource Alignment**

|  |          |  |             |  |            |  |               |   |                          |  |     |
|--|----------|--|-------------|--|------------|--|---------------|---|--------------------------|--|-----|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.                      |          |  |             |  |            |  |               |   |                          |  |     |
| There will be a leverage of our technological resources and the collaborative team-building culture we have established to achieve the strategies above and maintain a consistent execution of listed strategies.    |          |  |             |  |            |  |               |   |                          |  |     |
| We will use the existing leaders that have been established to help ensure a cohesive operation across the grade and content areas.  |          |  |             |  |            |  |               |   |                          |  |     |
| The school schedule will include time set aside for teaching staff to meet as a grade and content area to develop in using information gathered from classroom instruction to drive next steps for student progress. |          |  |             |  |            |  |               |   |                          |  |     |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |  |             |  |            |  |               |   |                          |  |     |
| X  | Tax Levy |  | Title I SWP |  | Title I TA |  | P/F Set-aside | X | 21 <sup>st</sup> Century |  | C4E |

|  | Title I<br>1003(a) |  | Title III |  | PTA<br>Funded |  | SIG or<br>SIF Grant |  | School Success<br>Grant |  | Other |
|--|--------------------|--|-----------|--|---------------|--|---------------------|--|-------------------------|--|-------|
|--|--------------------|--|-----------|--|---------------|--|---------------------|--|-------------------------|--|-------|

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will utilize an internal check of systems during the fall semester that will consist of parent, teacher and student surveys (demonstrating a 30 increase of favorable responses) of existing systems to ensure the fidelity of our implemented structures.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

**Part 1 – Needs Assessment**

|  |  |                    |
|--|--|--------------------|
| <p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>  |  |                    |
| <b>Tenet 6 Statement of Practice (SOP) Addressed</b>   |  | <b>HEDI Rating</b> |
| 6.2  | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.  | HE                 |
| 6.3  | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.   | E                  |
| 6.4  | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.   | HE                 |
| 6.5  | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | E                  |
| <p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources.</li> </ul> <p>We conclude that we require more ways to communicate with families so they are informed about the school, the curriculum, and the environment that it offers students on a consistent basis. Parents require more frequent communication in their native language, in addition to opportunities to access the information when they are not able to attend open school events. These measures will assist parents in supporting students at home and fulfill the objectives of the Framework for Great Schools that encourages "incorporates families and the larger community into inclusive schools and classrooms". We notice a lower proficiency and performance for students who have lower parent involvement.</p> |  |                    |

**Part 2 – Annual Goal**

|  |
|--|
| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>By June 2016, we will increase parent participation by 50% at school events (parent nights, talent showcases, etc.) by increasing reciprocal communication, allowing parents the opportunity to express as well as receive information regarding students’ academic progress.</p>   |

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
|---|--|---|---|
| <p>Create parent polls to discover, assess and respond to parent concerns.</p>  | <p>Parents</p>   | <p>Sept. 2015- June 2016</p>                                      | <p>Administration, ILT, cabinet members, &amp; teachers</p>   |
| <p>Multilingual modes of communication in addition to English (Spanish, French, Creole, Bengali)</p>  | <p>Parents &amp; Families</p>                                  | <p>Sept. 2015- June 2016</p>                                      | <p>Administration, ILT, cabinet members, &amp; teachers</p>   |
| <p>Office iPad mounts for easy access to student information, school events, initiatives, and information about workshops, training sessions, etc.</p>  | <p>Parents and visitors</p>                                    | <p>Sept. 2015- June 2016</p>                                      | <p>Administration, office staff and the Technology Coordinator</p>  |

|   |         |                       |  |
|---|---------|-----------------------|--|
| We will check Pupil Path communication and ensure that the communication is thorough and culturally relevant (translated and with parent preferences derived from surveys taken into consideration) | Parents | Sept. 2015- June 2016 | Administration, ILT, cabinet members, & teachers |
|---|---------|-----------------------|--|

**Part 4 – Budget and Resource Alignment**

|   |                        |   |                    |   |                   |  |                         |  |                                |  |              |
|---|------------------------|---|--------------------|---|-------------------|--|-------------------------|--|--------------------------------|--|--------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |                        |   |                    |   |                   |  |                         |  |                                |  |              |
| We will leverage our technological resources to communicate with parents in their primary language the information about their children’s academic expectations and progress.                   |                        |   |                    |   |                   |  |                         |  |                                |  |              |
| We will use our technology coordinator to organize and place computers in strategic locations for parents to easily access the translated material.   |                        |   |                    |   |                   |  |                         |  |                                |  |              |
| We will use staff members that speak the target language to help with the translations.   |                        |   |                    |   |                   |  |                         |  |                                |  |              |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |                        |   |                    |   |                   |  |                         |  |                                |  |              |
|   | <b>Tax Levy</b>        | X | <b>Title I SWP</b> |   | <b>Title I TA</b> |  | <b>P/F Set-aside</b>    |  | <b>21<sup>st</sup> Century</b> |  | <b>C4E</b>   |
|   | <b>Title I 1003(a)</b> |   | <b>Title III</b>   | X | <b>PTA Funded</b> |  | <b>SIG or SIF Grant</b> |  | <b>School Success Grant</b>    |  | <b>Other</b> |

**Part 5 – Progress Monitoring**

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.                          |  |  |  |  |  |  |  |  |  |  |  |
| By October 2015, we will evaluate teacher phone logs, which should demonstrate a 90% rate of parent contact and anecdotal information to check for progress toward the goal.   |  |  |  |  |  |  |  |  |  |  |  |
| By December 2015, we will assess parent satisfaction and knowledge of students’ activities by administering a questionnaire as part of reciprocal communication.   |  |  |  |  |  |  |  |  |  |  |  |
| By February 2016, we will address the issues presented in the questionnaire and re-evaluate by administering another parent questionnaire as part of an ongoing check of practices that create the parent-school relationship we desire by having a 100% contact rate. |  |  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |  |  |  |  |  |  |  |  |  |  |  |

**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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|--|--|--|--|
| <b>English Language Arts (ELA)</b>                 | Analysis of state exam data, DRP, results quiz, diagnostic/baseline and formative assessments.<br><br>Class grades | In order to ensure alignment of our curriculum to the CCLS our literacy teachers adapted the Expeditionary Learning curriculum to meet the needs of our students. Strategic Reading is also taught across content area to increase literacy proficiency. | Small groups, one-to-one, and tutoring   | Before, during and after school or during intervention/advisory periods                        |
| <b>Mathematics</b>                                 | Analysis of state exam data, quiz, diagnostic/baseline and formative assessments.<br><br>Class grades              | Math teachers adapted the CMP3 curriculum and integrated other CCLS material. Strategic Reading is also taught across content area to increase literacy proficiency  | Small groups, one-to-one, and tutoring   | Before, during and after school or during intervention/advisory periods                        |
| <b>Science</b>                                     | Analysis of state exam data, quiz, diagnostic/baseline and formative assessments.<br><br>Class grades              | Science and Humanities received support from a Teaching Matters Consultant who supported the integration of technology and Higher Order thinking skills into their curriculum.   | Small groups, one-to-one, and tutoring   | Before, during and after school.   |
| <b>Social Studies</b>                              | Analysis of DRP data and literacy proficiency levels   | Science and Humanities received support from a Teaching Matters Consultant who   | Small groups, one-to-one, and tutoring   | Before, during and after school.   |

|   |   |  |            |                       |
|---|---|--|------------|-----------------------|
|   |   | supported the integration of technology and Higher Order Thinking skills into their curriculum.        |            |                       |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | IEP data, disciplinary data, conversations with parents, students | Reading, games, interaction, parent meetings, regular counseling sessions (mandated and non-mandated). | One-to-one | During the school day |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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>A hiring committee has been created that is representative of teaching staff. The committee jointly created a rubric for interviewing and assessing potential candidates for open teaching positions. Distributed leadership is employed (Grade Team Leaders, Content Area Leaders, Peer Instructional Coach, and Demonstration Teachers) to ensure that teachers are able to participate in decisions. Professional development is within the school on a weekly basis. Teachers are also invited to seek out professional development opportunities outside of school or to engage in inter-visitation with colleagues to become more effective instructors. Teacher of the month and other rewards are given to teachers to celebrate best practices and inspire others to achieve a high level performance.</p> |

#### 2b. High Quality and Ongoing Professional Development

|  |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).   |
| <p>We were also accepted into a small cohort of Apple Schools to continue to fine tune our model of providing an individualized education to all of our students through the use of technology. As part of Urban Advantage our students participate in ongoing real-world science activities and excursions to prepare them for high school, college, and careers in science.</p> <p>We have secured several grants and partnerships to allow access to the curriculum to all of our students including MSQI, Teacher Effectiveness Ambassadors (TEA), Teacher Recruitment and Retention, and Showcase Schools. This year we also hosted a Professional Learning Community Symposium to share best practices with other schools. All participating schools left with materials and resources they could use to implement technology, differentiation, and real-world tasks in their classrooms.</p> <p>We will provide teachers and staff with professional development in the use of the technology, wherein they will have the opportunity to incorporate the new training into classroom practices and share what they are learning in subsequent PD.</p> |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

**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).

N/A

**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/information, early intervention services, etc.).

N/A

**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.

At Village Academy we have an Instructional Leadership Team (ILT) which is comprised of two lead math teachers, two lead literacy teachers, one lead humanities teacher and one lead science teacher. One math lead and one literacy lead is special education.

ILT facilitates common planning, vets common assessments and curriculum, analyzes student data, leads professional development, sends weekly update e-mails, facilitates inter-visitation, develops instructional documents with their teams, and ensures consistency and coherency across their subject and school wide.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|--------------|--|---|---|----------------------------------|
|              |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |

|   |         |              |   |                 |
|---|---------|--------------|---|-----------------|
| Title I Part A (Basic)                              | Federal | 185,666.00   | X | Section 4, 5, 7 |
| Title I School Improvement 1003(a)                  | Federal |              |   |                 |
| Title I Priority and Focus School Improvement Funds | Federal |              |   |                 |
| Title II, Part A                                    | Federal | 0            |   |                 |
| Title III, Part A                                   | Federal | 11,200.00    | X | Sections 4 & 5  |
| Title III, Immigrant                                | Federal | 0            |   |                 |
| Tax Levy (FSF)                                      | Local   | 2,357,333.00 | X | Sections 4 & 5  |

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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)**

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

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**

**Village Academy**, 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 on assessments.

#### **I. School Responsibilities**

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**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>Village Academy</u>   | DBN: <u>27Q319</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>51</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<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>1</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>   |
| # of content area teachers: <u>0</u>  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Language of Instruction:

The language of instruction is provided in English and Spanish.

# and types of certified teachers:

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

Types of materials:

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

Subgroups and grade levels of students to be served:

6th Grade Students

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

Intermediate: 5; Latino/Hispanic

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

7th Grade

Beginners: 3; Latino

Intermediate: 3-Latino

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

8th Grade

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

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

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

Schedule and Duration

Before school program:

Our sixth, seventh, and eighth graders are served before school, 7:30 am to 8:15 am (Monday, Wednesday, and Friday), by Ms. Mancebo, our ESL teacher. Ms. Mancebo picks them up from the cafeteria at 7:30 am, and travels to room 483. They complete and review their "Do Now" during the first 5 minutes of class. They spend 25 minutes in Imagine Learning, and transition to a Read Aloud and

### Part B: Direct Instruction Supplemental Program Information

classroom discussions. At times, as the lesson dictates, the Read Aloud occurs prior to Imagine Learning which is computerized. Each class closes following sharing around discussion questions as well as a review of the day's lesson. Students are assessed each Friday with a teacher-generated quiz based upon topic and lesson plan. Imagine Learning also assesses students individually. The weekly progress report from Imagine Learning, informs Ms. Mancebo's instruction regarding student strengths and areas for growth. Lesson plans and subsequent activities and stations are linked to data analysis. Each student has a portfolio and she holds individual student conferences every 15 days. Ms. Mancebo shares this data orally via phone with parents on a monthly basis. Also she updates parents during Parent-Teacher conferences.

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

**Part D: Parental Engagement Activities**

ELLs, applications to support the ELLS, use of bilingual dictionaries in the home, strengthening the home-school connection, computer training, and job-hunting skills.

**Part E: Budget**

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

Allocation Amount: \$\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

|  |   |
|--|---|
| Principal <b>Doris Lee</b>   | Assistant Principal <b>Joherra Harris</b> |
| Coach <b>type here</b>   | Coach <b>type here</b>                    |
| ENL (English as a New Language)/Bilingual Teacher <b>Johanna Mancebo</b> | School Counselor <b>Oscar Bautista</b>    |
| Teacher/Subject Area <b>Ashley Cruz</b>                                  | Parent <b>type here</b>                   |
| Teacher/Subject Area <b>type here</b>                                    | Parent Coordinator <b>Kimberly Copper</b> |
| Related-Service Provider <b>Tynisa Martin</b>                            | Borough Field Support Center Staff Member |
| Superintendent <b>Mary Barton</b>  | Other (Name and Title) <b>type here</b>   |

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program            | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program  | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification      | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | 0 | Number of special education teachers with bilingual extensions                      | 0 |

### D. Student Demographics

|  |     |                      |    |   |       |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 311 | Total number of ELLs | 56 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |  |
|---|--|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>  |
|   | 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> |

### This school offers (check all that apply):

|  |   |  |                               |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL)                     | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL                               | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |                               |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |   |
|-----------------------------|----|---|----|---|---|
| <b>All ELLs</b>             | 56 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 29 | <b>ELL Students with Disabilities</b>                     | 4 |
| <b>SIFE</b>                 | 8  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 20 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 7 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 29                                      | 2    |     | 20  | 5    | 2   | 7  |      | 2   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|                     | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Dual Language (ELLs/EPs\*)  
K-8**

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

|                     | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |   |   |
|---------------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|---|---|
|                     | ELL | EP | ELL   | EP |   |   |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       | 0  | 0 |   |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    | 0 | 0 |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       |    | 0 | 0 |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  | 0 | 0 |

\* EP=English proficient student

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

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

|                     | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|---------------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|                     | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | Number of students who speak three or more languages: _____ |
|--|---|

### Freestanding English as a New 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      |          |          |          |          |          | 0        | 18       | 24       | 12       |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          | 0        | 0        |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| French       |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          | 0        | 1        | 0        |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          | 1        |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|----|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              |   |   |   |   |   |   | 8 | 11 | 4 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       |   |   |   |   |   |   | 1 | 2  | 0 |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   |   |   |   | 1 | 0  | 2 |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              |   |   |   |   |   |   | 6 | 12 | 7 |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           |   |   |   |   |   |   | 1 | 0  | 0 |   |    |    |    | 0     |
| Total                                       | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0  | 0  | 0  | 0     |

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

|       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0     |

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

|       | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 19      | 3       | 0       | 0       | 0     |
| 7       | 12      | 5       | 0       | 0       | 0     |
| 8       | 4       | 4       | 0       | 0       | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        |         |    |         |    |         |    |         |    | 0     |
| 4        |         |    |         |    |         |    |         |    | 0     |
| 5        |         |    |         |    |         |    |         |    | 0     |
| 6        | 11      | 5  | 2       |    |         | 1  |         |    | 0     |
| 7        | 4       | 3  | 5       | 0  | 0       | 0  | 0       | 0  | 0     |
| 8        | 8       | 1  | 1       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 1       | 0  | 5       | 0  | 0       | 0  | 0       | 0  | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA |                            |               |                             |               |
| Integrated Algebra/CC Algebra         |                            |               |                             |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry                |                            |               |                             |               |
| Math _____                            |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    |                            |               |                             |               |
| Physics                               |                            |               |                             |               |

| New York State Regents Exam  |                            |               |                             |               |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                              | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                              | English                    | Home Language | English                     | Home Language |
| Global History and Geography |                            |               |                             |               |
| Geography                    |                            |               |                             |               |
| US History and Government    |                            |               |                             |               |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| NYSAA ELA                    |                            |               |                             |               |
| NYSAA Mathematics            |                            |               |                             |               |
| NYSAA Social Studies         |                            |               |                             |               |
| NYSAA Science                |                            |               |                             |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        | 0                      |

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 In September we administer a Baseline Assessment with questions from the ELA and Mathematics State Examinations. Our Mock examination data revealed that under 50% of students were able to answer questions in the CCLS standards R.L.6-8.4, R.L. 6-8.4 and R.L. 6-8.1 and R.L.6-8.1 . Our instructional focus for our ELL students is vocabulary acquisition which is being addressed through the Word Generation program in all content subject area classes. We have also adjusted our curriculums in Social Studies, ELA and Science to include explicit instruction of our CCLS Focus standards. In Social Studies and Science we are using the Accessing Complex Text Curriculum which requires students to conduct close readings and annotations supporting with CCLS R.L.-R.L. 6-8.1. We also administered the Degree of Reading Power assessment to identify students' reading levels in September measuring growth throughout the school year. This revealed that the majority of our ELL students are at-risk scoring below grade level in reading. We are addressing our ELL students reading difficulties through our strategic reading literacy block. Our instructional plan includes reading intervention based on the needs of our students. Students who need basic word recognition, spelling and phonics receive instruction in a 12:1 ratio using the Wilson Program Just Words, this program is for students who are far below reading level. For students who are below grade level we use the REWARDS and Imagine learning program which are phonics programs to help students identify high frequency academic vocabulary and pronunciation. Students who are on-level participate in book groups. Students also receive support with automaticity and basic computation during the math block. Based on our baseline data our teacher teams identified that ELL students were struggling with vocabulary and reading comprehension. Each week during Common Planning our teachers as apart of our instructional plan are required to look closely at the ELL sub-group data which includes weekly reading assessments, mid and end of unit assessments. Teachers use this data to make instructional adjustments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT data revealed that 20 of our ELL students made progress, 12 of which were 6<sup>th</sup> grade students. We believe our the growth in 6<sup>th</sup> grade is attributed to our MSQI extended day programming as well as our targeted instruction on the CCLS standards in Literacy including the Word Generation program and the small group strategic reading block. Our 6<sup>th</sup> grade team also were involved in cycles of Professional Learning around ELL strategies. Our 7<sup>th</sup> graders ranked in the highest percentile for progress on the DRP assessment in the MSQI program. We attribute this to the

explicit reading instruction that students are receiving during our strategic reading block.

Ms. Wilson also uses the RLAT report to view the results of the annual NYSELAT. The RNMR report is used to disaggregate scores by modality and plan for ongoing instruction. This data reveals that many of our Expanding students are not moving to Commanding. We are addressing this through our push-in and pull-out model.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses Annual Measurable Achievement Objectives to set individual and school-wide goals based on the tiered at risk system. The AMAO tool reveals that we are not meeting our targets for our ELL population. Due to this data our School Leadership Team and our Instructional Leadership Team have changed our instructional focus to ensure that vocabulary acquisition strategies are included in all of our curriculums and that we are providing targeted professional development to teachers of ELL students. Tracking NYSELAT modalities allows us to analyze student progress and enhance planning instruction. Our data reveals that ELLs need support in all four modalities with the emphasis of reading/writing which is addressed in our pull-out and push-in model.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

One trend as evidenced by the 2015 NYSELAT our 6<sup>th</sup> grade students made the most progress. We also recognize that when students make significant progress in the ELA State examination they also show progress on the NYSELAT. Our goal is that over 25% of our students reach proficiency on both the ELA and Math state examinations which will translate into progress on the NYSELAT. We are using our periodic assessments for class programming through our push-in and pull-out model. Our parallel strategic reading and math period and ELA and Math periods allows us to move students in and out of classes based on the periodic assessments. The periodic assessments revealed that our ELL students need support with vocabulary acquisition and reading comprehension. We are addressing this through our Word Generation program as well as parallel strategic reading and small class sizes by gender. The home language is used through providing students with class texts and independent reading books in their home language and English, school-wide classroom word walls in their home language and the use of visual cues.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our Response to Intervention plan for all students is built into the school day through our daily AIS strategic reading and math periods. All ELL students are serviced during our AIS period. During these periods students in small groups (groups of 10 or less) receive targeted reading instruction using research based programs such as Wilson Just Words, Rewards, MYON and the Harvard Book Club curriculum. Students are placed in each class based on the New York State ELA scores and item analysis reports from the previous year and the Degrees of Reading Power (DRP) assessment which identifies students lexile and grade reading level. We also use the data from the AMAO tool as well as the results from the NYSELAT to identify at risk students. Students take the DRP exam in September, January and May in order to make class changes to meet the needs of our students. Our strategic reading program supports our SIFE students and literacy needs of our long term ELLs as well as our entering ELLs. In strategic math students were administered a diagnostic examination which revealed their areas of growth. Based on the results students were placed in mathematics groups for the strategic period. During this period in groups of 10 or less students are working on fluency and automaticity. All of our entering ELLs were placed with Math teachers who are bilingual in Spanish, the predominant home language in our school.

6. How do you make sure that a student's new language development is considered in instructional decisions?

As a part of our school-wide lesson planning template teachers are required to address the needs of special populations such as SWD and ELL students. Our certified ESL teacher pushes in and pulls students out of classes to support with instruction. General education teachers and ESL teachers collaboratively plan to provide our ESL students with pre-reading strategies, discussion prompts, sentence starters, vocabulary acquisition activities and visual cues, as well as materials in both their home language and English. We also utilized our bilingual paraprofessional for translation support and small group instruction. Our ENL teachers provide the content area teachers with cognates and translated materials in the students' second language if needed.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Our Instructional Leadership team analyzes the DRP reading assessment and subject area baseline assessments to ensure that all ELL students are receiving the necessary supports. We use progress monitoring systems such as Datacation after the administration of the

DRP and Mock Examination in December/January, Feb/March and then May/June. We then make adjustments to our instruction and made class changes to meet student's needs. Through weekly team meetings teachers discuss methods and practices to differentiate in supporting academic development within instruction, while aligning to common core standard

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Village Academy has a system in place to ensure that all of our ELLs are properly identified and that parents understand the options and services available for their children. We complete the steps as a part of our intake process within 10 school days, if students have IEPs this is done within 20 school days. First we administer the HLIS survey to determine the students' home language. This includes an interview with both the parent and students in English and the home language. This done by a licensed ELS pedagogue Ms. Tamika Wilson who has been trained as per the CR part 154. Ms. Wilson ensures that the HLIS is completed and is entered into the designated ATS screens. We use over the phone translation services through the DOE Translation and Interpretation unit or a bilingual staff member in the families home language if needed. A student is considered to have a home language other than English after reviewing the responses to the questions on the HLIS and the interview progress is completed. The next step in the identification process is that the student, if eligible takes the NYSITELL and if they score below the cut score they will receive ELL services. To assess if a students needs to take the NYSITELL Ms. Wilson reviews the student's prior school work in reading, writing and mathematics in both English and the home language. In the absence of sufficient school work we use age and grade appropriate school based assessment to determine eligibility. Once we determine if the student is eligible to take the NYSITELL we determine if the student need sfurther assessment for SIFE status. Once the NYSITELL is administered they are scanned into ATS via the attendance scanner within 10 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

We begin our identification of SIFE status during the initial enrollment. Based on the HLIS parents are asked to indicate prior schooling which provides us insights into if a student should be labeled as SIFE. As a part of the ELL identification process Ms. Wilson also closely examines school work to determine if it is grade appropriate or if the students has had inconsistencies in their formal education. If there are other indications within the ELL identification process that a students has had an interruption or inconsistency in formal schooling we administer the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) for students who have the home languages Spanish, Arabic, Bengali, Chinese, Haitian Creole or Spanish. We adhere to the mandate that SIFE status is indicated in ATS no later 30 days from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP the Language Proficiency Team (LPT) will review the IEP and potential SIFE status is determined. If the LPT team determines that an students with an IEP should take the NYSITELL then this decision is reviewed by the principal who determines if the students will continue with the process. The principal sends their determination to the superintendent for review and the parents or guardian is notified within 3 days of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents or guardians are the sole determinants of ELLS programs their children receive. We notify our parents of their child's ELL services and provide information and program selection through our parent orientations. During the parent orientation our families are informed of their right to appeal their child's ELL status within 45 day of enrollment. The parent's first choice is noted in the selection form and entered into the ELPC screen.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

On the basis of the Home Language Identification Survey (HLIS) and the results of the LAB-R administered by Ms. Wilson, parents of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which all three program choices are explained. During the initial ELL identification interview parents are informed of the three instructional models available in New York City. We have IPADS set up in our main office where parents are able to the parent orientation video which is available in 13 languages. During the orientation we provide information on standards, curriculum and assessments. We address the CCLS standards and our school expectations for ELL students. If there is a parent or guardian that needs translation we contact the Translation and Interpretation Unit. After the orientation process parents then complete the survey and program selection form. This is then entered in the ELPC screen in ATS. ELLs are placed in the parents' program of choice within 10 school days of enrollment. If a parent chooses an option that is not currently available at our school then the student is immediately be placed in that program. If a parent's choice is not available then we inform the parent and provide them with two options. Option one is to keep the student enrolled at our school or we contact the Division of Education Language Learners and Student Support.

On the basis of the Home Language Identification Survey (HLIS) and the results of the LAB-R administered by Ms. Wilson, parents of newly enrolled ELLs receive a letter of Entitlement in English and their home language inviting them to come to a school meeting in which all three program choices are explained. Effective February 1, 2014 the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R and assess the English language proficiency of new entrants whose home language is other than English, as indicated on their HLIS. During the first ten days of school an orientation session is held where parents are provided with a video overview of Transitional Bilingual Education, Dual Language and Free-Standing ESL. Information is provided in their native language. At that time, they receive a translated brochure, "Guide to English Language Learners." A parent selection is made before what is offered at the school is explained. Freestanding ENL is the only program available at Village Academy, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor or our parent coordinator will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the students' cumulative folder and these trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, an outreach is made by our parent coordinator to explain this choice and prepare them for their new school. Letters to parents will be sent out annually to inform parents who have previously chose TBE/DL program when the program becomes available. Thus far, this has not been common.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After parents are informed of all three models at the parent orientation we provide our parents with the Parent survey and program selection form. We inform parents that they must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days the student is placed in our freestanding ENL program due to the fact that we do not offer a bilingual program. We document and include our phone and email outreach attempts to obtain the parent selection preference.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our team reviewed the Parent Survey and Program selection forms for the past few years which indicated that a Freestanding ENL program best meets the needs of our student population. If there are other requests we will then consider creating another program to meet the needs of our ESL students. Native Language resources are accessible for student native language. We will continue to work together as a LAP team to meet the need of our parents based on their choices.

9. Describe how your school ensures that placement parent notification letters are distributed.

We send letters home with students as well as send letter via mail. All correspondence are translated into our students' home languages. Our bilingual staff including our Assistant Principal, guidance counselor and ESL teacher follow-up with our Spanish speaking families.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We utilize ATS to meet the federal, state, and local reporting requirements in reporting ELL identification, services and parent choice. In each child's cumulative record we keep the following documents (Home Language Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement and Continued Entitlement letters). These files are kept in a secure place in our main office.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Students take the NYSESLAT each spring to measure proficiency and determine if they will continue to receive ELL services. We send out notification letter via mail to parents of students who continue to be entitled to ELL services based on the NYSESLAT scores. These letter are sent out before the beginning of the school year no later than September 15, 2015 in the parent's preferred language. We also follow-up via phone call to ensure that our families have received the letters and understand the ELL services that are being continued.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We have reviewed the surveys from 2013 to the current school year. All surveys indicate that %100 of our families prefer a freestanding ENL program. This indicates a trend that our parents feel that their child would be appropriately serviced in our current model. In the situation where a parent requests a bilingual program as per the Aspira Consent Decree we communicate the two option of our families. We can service them in our current ENL freestanding program or we refer them to the office of student enrollment who would be able to place them in a bilingual program within in our district.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

In our Freestanding ENL program we provide instruction in English with home language support, emphasizing English language acquisition. As per the CR Part 154.2 we service our ELLs in both a stand-alone ENL instruction to develop English language skills so that students can succeed in their core contents. Students receive this in a pull-out model with a certified ENL teacher. Our Expanding, Transitioning and Commanding students receive ENL support through this model. This class is by grade with mixed proficiency levels.

We also provide integrated ENL instruction to build English language skills through content area instruction. As per the CR Part 154.2 instruction is delivered by a co-teacher certified in ENL and a certified content area teacher. This is done through a push-in model in the English Language Arts class. Both teachers have a common preparation time to collaborate on the lesson plans. In our English Language Arts classes are heterogenous with a mixture of proficiency levels.

We also offer a self-contained model for our entering and some of our expanding students. In this model ELLs are grouped together grades 6 and 7<sup>th</sup> for the majority of the school day receiving instruction from a certified ELL teacher with push-in from a co-teacher. They are pulled-out from this class to receive mathematics instruction from a certified Mathematics instructor who is bilingual and a bilingual paraprofessional. Mathematical concepts are taught in English as well as the Spanish, the students home language.

- b. TBE program. *If applicable.*

wPaste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We hired a dually certified teacher in addition to our ESOL teacher. One teacher supports in our self-contained class and the other teacher does both push-in and pull-out services. We use STARS Classroom to document our push-in and pull-out services for students.

3. Describe how core content is delivered in each program model. 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.

In our stand alone ENL model students receive support in phonemic awareness using the Wilson, Just Words and Rewards program in order to ensure that students are developing language acquisition skills need to access complex texts in ELA, Social Studies and Science that are aligned with the CCLS standards.

In the integrated ENL model students receive support accessing the ELA CCLS aligned Expeditionary Learning curriculum through the use of cognates, visual cues to build prior knowledge, the SYOP method, graphic organizers and the Word Generation program.

In the self-contained model students receive texts in their home language to build support with content knowledge, the Wilson Reading program, and a variety of strategies such as cognates, visual cues, word acquisition approaches, SYOP methods, graphic organizers, and weekly vocabulary assessments. In the Mathematics classes technology is used to engage and differentiate with programs such as Imagine Learning, ST Math and Apple apps. All teachers receive ongoing professional development and all classrooms are equipped with IPADs.

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

We translate our tasks as well as required texts to home languages across classes, i.e. all Math assessments and task are translated into home languages.

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

We have developed comprehensive curriculums across subjects that includes speaking, writing, listening and reading in alignment with the CCLS standards. We provide scaffolds such as academic language word banks, sentence stems, transitional stems and verbal cues to support with both writing and speaking in class discussions. We use discussion rubrics to measure progress for speaking and listening. For reading and writing we assess students on a weekly basis through using Engage NY released CCLS ELA passages from the state examination quizzes, we also use both mid and end of unit assessments in all content areas. We also use our Word Generation program where students are introduced to high frequency words and are required to read, discuss and write about a controversial topic in order to write a argumentative essay which reflects CCLS writing standards in Social Studies, Science and ELA. All of our rubrics have criteria that measure growth on CCLS standards.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

We use technology to differentiate for all sub-groups. Teachers also conference with students to set goals based on individual needs. We track our former ELL progress and provide continue ENL support over the course of the 2 years. Newcomers and developing students receive additional ENL minutes to accelerate their learning.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

We use assessment and analyze the data to provide services based on students' needs.

8. 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?

We use grade level materials from ST Math, Expeditionary Learning, Word Generation, ACT Now, Science and Social Studies Generation all of which provide ESL extensions. Instructional strategies include sentence stems, discussion prompts and scaffolds to support our ELL-SWD populations.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 ELL SWD students receive their services through small class sizes and a bilingual paraprofessional in ELA and Mathematics.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

| ENGLISH PROFICIENCY LEVEL   | ENTERING (Beginning)                                  | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)  | COMMANDING (Proficient)   |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)  | <b>2 units of study <i>per week</i></b><br>(360 min.) | <b>2 units of study <i>per week</i></b><br>(360 min.)                                   | <b>1 unit of study <i>per week</i></b><br>(180 min.)  | <b>1 unit of study <i>per week</i></b><br>(180 min.)        | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL   | 1 unit of study in ENL (180 min.)                     | .5 unit of study in ENL (90 min.)   |   |   |   |
| INTEGRATED ENL  | 1 unit of study in ENL/ELA (180 min.)                 | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/ELA (90 min.)   | 1 unit of study in ENL/ELA or other Content Area (180 min.) |   |
| FLEXIBILITY   |   | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |   | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| Chart   | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week  |   |
| STAFFING/ PERSONNEL   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) |   |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day. |   |   |   |   |   |

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)   | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)  | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)  | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)  | .5 unit of study in ENL (90 min.)   |   |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)  | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)  | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)             | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week  | 180 minutes per week                           |   |
| AWARDING CREDITS   | <b>STAND-ALONE ENL</b><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <b>INTEGRATED ENL</b><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL Teacher  |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a 7-12 certified Content Area teacher |  |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |  |   |   |  |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

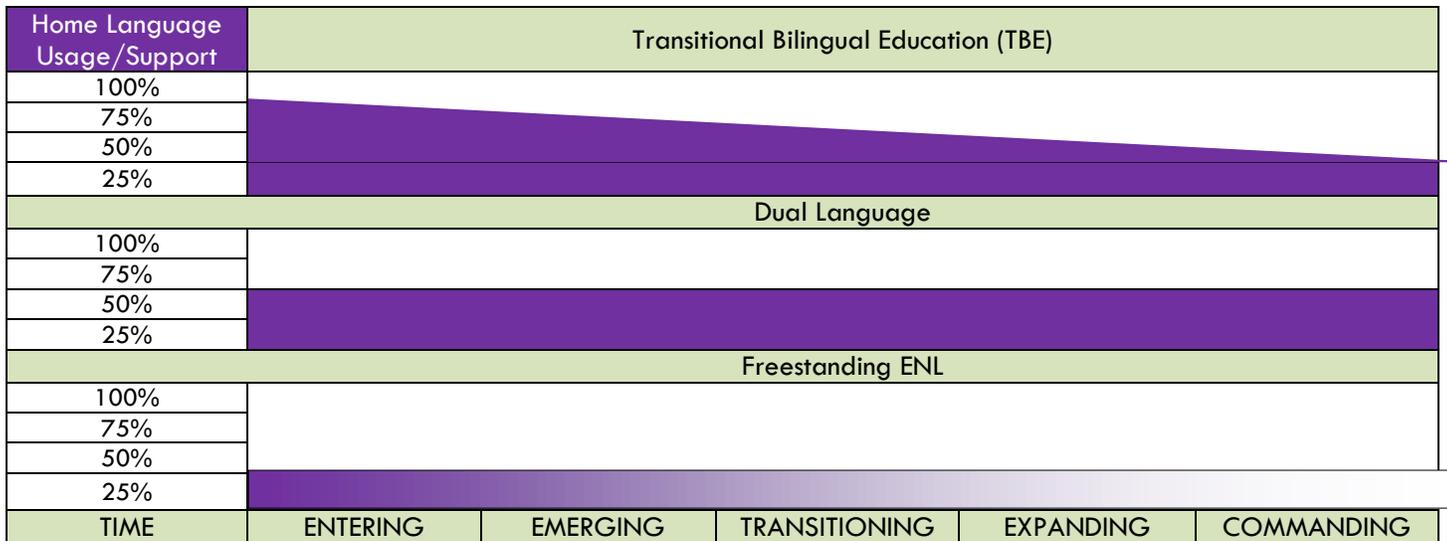


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In ELA and core subjects that require reading of CCLS aligned text we provide Word Generation vocabulary program (offered in both Spanish and English), Imagine Learning, Wilson Just Words, Rewards phonemic awareness program. In Social Studies and Science teachers include translated articles, tasks and word walls in Spanish and English. In our Mathematics period we use ST Math a program that teaches mathematically concepts through visual images, Ten-Marks online program, and instructional videos from brain-pop and other sites that are translated into our students' home languages. We also provide an Advisory program for our entering students with our bilingual guidance counselor to support them with their social and emotional needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
As evidenced by the Math and ELA state exam results close to half of our ELL students made progress.
12. What new programs or improvements will be considered for the upcoming school year?  
We are considering hiring an additional ELL teacher and providing additional professional development as well as purchasing additional technology.
13. What programs/services for ELLs will be discontinued and why?  
We reviewed our technology programs and have narrowed it down to the five most effective computer based programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All applications are translated into home languages.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
We utilize several language acquisition programs as well as technology programs created for ESL students. We use education technological software such as Power Speak, Imagine Learning and ST Math which are designed specifically for ELL populations.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Through translations and technology. We use texts and tasks that are translated in home languages as well as Word Walls with cognates and translations for academic terms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We use CCLS resources at are grade appropriate in all content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
We have a bilingual guidance who supports our students as well as provides support through an advisory program.
19. What language electives are offered to ELLs?  
Our Powerspeak program offers multiple languages through the use of technology.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
As per the CR Part 80 mandates we ensure that our ENL teachers and staff who service ELLS receive professional development. We use our Monday professional development and support from our Word Generation/MSQI instructional coach to address the 15% required hours dedicated to language acquisition with a focus on how to integrate language and content instruction for ELLS. Our Science teacher receive support through on-going training with the Urban Advantage program and social studies teachers receive support in incorporating reading strategies into their instruction through our weekly common planning period as well as support from our MSQI instructional coach. For our two certified ELL teachers in order to meet the 50% mandate they are receiving on-going professional development on the Wilson reading program and Rewards. We also utilize our model teachers and peer instructional coach for in-house support. For Mathematics teachers we are using Apple to support with the use of technology to support our ELL students. Administrators attend ENL training offered by our district as well to stay abreast on instructional strategies to serve our ELL population.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The following professional development is offered to our teachers of ELLs that support with the CCLS shift in the use of academic domain language: Word Generation/MSQI coach offers one-on-one support and professional development sessions during Monday professional development, MSQI off-site pd for ELA and Social Studies teachers on reading strategies to access complex texts, off-site pd through Urban Advantage on vocabulary strategies, off -site training for both ENL teachers in Wilson and Rewards phemonic awareness programs, off-site and on-site pd from Apple.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
During the summer of prior to each school year we invite our incoming 6<sup>th</sup> grade families and students in for a new student orientation. During this orientation we communicate our academic and behavior expectations and administer a base-line assessment to support us in creating classes. All of the materials that are distributed are in our families home languages and that we have translator from the office of translation services or we use a staff member. In September we also have the Back to School Curriculum night where we reinforce our academic and behavior expectations and provide an opportunity for our families to meet with our teachers and staff. For 8<sup>th</sup> grade students we have a parent evening to support with the high school application process. At all of these events we ensure that all materials are translated in our students' home languages and a translator is present.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

For each professional development a teacher attends our school secretary has a PD calendar for all dates and times of the meetings. We also have a professional development plan that includes the specific needs of our ENL teachers and teachers of ELL students. For all common planning meetings we utilize google drive to store all of our agendas and accompanying documents. As per the CR Part 80 mandates we ensure that our ENL teachers and staff who service ELLS receive professional development. We use our Monday professional development and support from our Word Generation/MSQI instructional coach to address the 15% required hours dedicated to language acquisition with a focus on how to integrate language and content instruction for ELLS. Our Science teacher receive support through on-going training with the Urban Advantage program and social studies teachers receive support in incorporating reading strategies into their instruction through our weekly common planning period as well as support from our MSQI instructional coach. For our two certified ELL teachers in order to meet the 50% mandate they are receiving on-going professional development on the Wilson reading program and Rewards. We also utilize our model teachers and peer instructional coach for in-house support. For Mathematics teachers we are using Apple to support with the use of technology to support our ELL students. Administrators attend ENL training offered by our district as well to stay abreast on instructional strategies to serve our ELL population.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We use our once a week parent time on Mondays as mandated by the UFT contract to invite our families in to discuss student progress. We have an open door policy for our families. Based on need our teachers arrange individual meetings to discuss student goals and language development progress. During this time all bilingual staff works to translate for families as needed. We also use technology. Goals are translated into home language along with next steps using Google Translate. If parents request we reach out to the DOE office of translation and interpretation unit to provide translators. As per question #2 below all records for annual meetings are kept in our Pupil Path online system in which parents have access to.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our bilingual guidance counselor and ESL teacher have built relationships with our families. We ensure that all of our outreach to our families in our Datacat system which gathers information from ATS. Our parent coordinator sends out monthly calendars and letters in Spanish. Our Assistant Principal sends out phone blasts alerting our families of events and important news in both English and Spanish. We also have once a month celebrations for academic achievement where we invite our families in for a celebratory event. In addition we have annual events such as Bring your Father to School Day and our Thanksgiving Luncheon and our annual Family Barbecue. If requested we provide translation services through the DOE office of translation and interpretation unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, we are working with our PTA to provide ESL classes for our parents. We also provide a book club for our ESL parents through our PTA. Our parents are provided with professional development on how to use our parent communication tools and our website can be translated to several languages.

5. How do you evaluate the needs of the parents?

We evaluate the needs of our Learning Environment Survey as well as surveys administered throughout the school year. All surveys are translated into home languages.

6. How do your parental involvement activities address the needs of the parents?

We administer surveys at our events requesting feedback from our families. We also work closely with our Parent Teacher Association and the School Leadership team to get feedback on what types of activities would be beneficial for our families. Our ENL teacher who is a native Spanish speaker is an active member of the PTA and conducts outreach to our Spanish speaking families to solicit participation. We provide workshops on how to support students' achievement, career support

### D. Additional Information

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

Paste response here:

School Name: Village Academy

School DBN: Q319

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT)    | Title   | Signature | Date (mm/dd/yy) |
|-----------------|---|-----------|-----------------|
| Doris Lee       | Principal   |           | 1/1/01          |
| Joherra Harris  | Assistant Principal                                   |           | 1/1/01          |
| Kimberly Cooper | Parent Coordinator                                    |           | 1/1/01          |
| Johanna Mancebo | ENL/Bilingual Teacher                                 |           | 1/1/01          |
|                 | Parent  |           | 1/1/01          |
| Ashley Cruz     | Teacher/Subject Area                                  |           | 1/1/01          |
|                 | Teacher/Subject Area                                  |           | 1/1/01          |
|                 | Coach   |           | 1/1/01          |
|                 | Coach   |           | 1/1/01          |
| Oscar Bautista  | School Counselor                                      |           | 1/1/01          |
| Mary Barton     | Superintendent  |           | 1/1/01          |
|                 | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
| Tynisa Martin   | Other <u>Related Service</u>                          |           | 1/1/01          |
|                 | Other _____   |           | 1/1/01          |
|                 | Other _____   |           | 1/1/01          |

