

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X263

School Name:

VALIDUS PREPARATORY ACADEMY: AN EXPEDITIONARY LEARNING SCHOOL

Principal:

CHRISTOPHE HIBBERT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Validus Preparatory Academy School Number (DBN): 09X263
Grades Served: 9-12
School Address: 1595 Bathgate Avenue Bronx, NY 10457
Phone Number: 718-466-4000 Fax: 718-466-4001
School Contact Person: Mr. Hibbert, Principal Email Address: chibber@schools.nyc.gov
Principal: Mr Christopher Hibbert
UFT Chapter Leader: None
Parents' Association President: Sheila Brazzley
SLT Chairperson: Rebecca Garro
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jerrell Brandon
Student Representative(s): Sasha Erazo, Esmeralda Liz

District Information

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

Borough Field Support Center (BFSC)

BFSC: Jose Ruiz Director: _____
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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 (Blue Ink)
Christopher Hibbert	*Principal or Designee	
Eugene Figueroa	*UFT Chapter Leader or Designee	
Shirley Brazzley	*PA/PTA President or Designated Co-President	
Crystal McCrory	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sasha Erazo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Esmeralda Liz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jerrell Brandon	CBO Representative, if applicable	
Lidj Lewis	Teacher	
Rebecca Garro	Teacher	
Elba Vasquez	Parent	
Myra Barreto	Parent	
Sheila Brazzley	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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.

1. Mission: Validus provides students with an education that empowers them academically, socially, and economically, with an emphasis on careers in the healthcare profession.

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

Through partnerships with CUNY/Hostos Community College, Touro College, and the Bronx Educational Opportunity Center (EOC), Validus students take ACT and SAT prep, college courses and receive training toward healthcare careers.

2. Our school is located in a high needs area and our students come to us with an average ELA proficiency of 2.21 and math proficiency of 2.20 according to the school's Quality Guide. In addition, over 85% of our students qualify for free or reduced lunch. About 23% of our students have IEPs and 14% of our students are ELLs. 10% of our students are overage and under-credited. Our school community works tirelessly to provide students with additional academic and socio-emotional support to help our students succeed.

3. During 2014-15, the two areas where we made the most progress are Collaborative Teachers and Effective School Leadership. Our Quality Review showed that we are proficient in 4.2 Teacher Teams and 3.4 High Expectations. In addition, we saw growth in the number of teachers rated "Effective" for the MOTP. Only one teacher was rated "Developing" for the MOTP in the 2014-15 school year. We also saw increases in Regents passage rates. Comparing January 2014 to January 2015 Regents results, we saw increased pass rates for ELA, Global and US History. This June, we hope to see that trend continue. However, during 2013-14, we saw increases in Regents scores in for ELA (from 39% to 66% passing), US (from 21% to 44%), Algebra (from 19% to 22%), and Living Environment (from 27% to 40%). We also saw a significant increase in attendance from 80% in 2012-13 to 82.7% in 2013-14 to 84.3% in 2014-15.

Key areas of focus for 2015-16 are Rigorous Instruction and Strong Family-Community Ties with the overall goals of increasing Regents passage and graduating more students who are college and career ready.

09X263 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	377	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	10	# SETSS	5	# Integrated Collaborative Teaching	17
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	2	# Drama	1
# Foreign Language	4	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.3%	% Attendance Rate			81.8%
% Free Lunch	86.6%	% Reduced Lunch			4.3%
% Limited English Proficient	13.9%	% Students with Disabilities			21.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			30.5%
% Hispanic or Latino	66.6%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.3	# 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)			3.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			10.43
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.8%	Mathematics Performance at levels 3 & 4			26.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.1%	% of 2nd year students who earned 10+ credits			67.0%
% of 3rd year students who earned 10+ credits	64.8%	4 Year Graduation Rate			58.4%
6 Year Graduation Rate	68.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
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 Science (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				
Accountability Status – High Schools					
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	NO	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	NO				
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	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	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	NO				

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.

Part 1 – Needs Assessment

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

Strengths

- During 2013-14, we saw increases in Regents scores in for ELA (from 39% to 66% passing), US (from 21% to 44%), Algebra (from 19% to 22%), and Living Environment (from 27% to 40%).
- From January 2014 to January 2015 we saw increases in passage rates for ELA (17% to 23% passing), US (13% to 37% passing), and Global (13% to 56% passing).
- In 2014-15, only one teacher was rated “Developing” in MOTP. This is a large increase from 2013-14.
- According to the School Survey, 95% of parents and 90% of students were satisfied with the instructional core in 2013-14.

Needs

- Global Regents scores decreased between 2012-13 and 2013-14 (from 48% to 41%).
- For Student Progress, the school received “approaching target” in the Quality Guide. All Regents scores must continue to increase.
- For Student Achievement, the school received “approaching target” in the Quality Guide. The graduation rate for Cohort P was 56%.

- Areas of focus from the 2014-15 Quality Review:

o 1.1: Curriculum

The reviewer’s suggestion is to continue to work with teachers to ensure that academic tasks consistently emphasize rigorous habits, higher-order skills and tasks that lead to cognitively engaging discussions and work products.

o 1.2: Pedagogy

The reviewer noted that pedagogy observed was developing and could be a bit more student centered and provided multiple entry points for all learners.

o 2.2: Assessment

The reviewer suggested that we improve assessment practices to provide consistent actionable feedback to students and formative, ongoing checks for understanding and students' self-assessments to make timely instructional adjustments to support learning needs

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 10% increase in Regents passage for students in the lowest third, SWD's, and EL.Ls.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PD and observation follow-up around the Instructional Focus of TAP (Text-coding; Answering higher order questions; Peer-to-peer conversations) which are key to rigorous lessons and tasks.</p>	<p>Teachers</p>	<p>Entire School Year</p>	<p>Principal, APs</p>
<p>PD and teacher teamwork focused on the creation and assignment of at least 2 CCLS-aligned extended student work products in every subject each semester.</p>	<p>Teachers</p>	<p>Entire School Year</p>	<p>Principal, APs</p>
<p>PD focused on analyzing past Regents results and setting department team goals to focus on the highest leverage areas for our students.</p>	<p>Teachers</p>	<p>Entire School Year</p>	<p>Principal, APs</p>
<p>PD on differentiation and scaffolding strategies to meet the needs of our target subgroups (lowest third, students with disabilities, and ELLs).</p>	<p>Teachers</p>	<p>Entire School Year</p>	<p>Principal, APs</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy

Achieve 3000 Software for 9, 10 and several 11 and 12th grade students to support Literacy Plan

Per session for coaches to plan professional development for teachers

Saturday Academy-- Credit Recovery, Regents Prep

Part 4b. 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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By February 2016, there will be a 5% increase in Regents passing rates for students in the lowest third, SWD's and ELLs.

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 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.

Part 1 – Needs Assessment

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

Strengths

- Over the past 2 years we have seen a significant increase in attendance from 80% in 2012-13 to 82.7% in 2013-14 to 84.3% in 2014-15.
- According to the School Survey, 94% of parents and 89% of students were satisfied with the school culture in 2013-14.
- In the 2014-15 school year, we saw a decrease in level 5 incidents from 8 to 7.
- In the 2014-15 Quality Review the school was rated proficient in 3.4: High Expectations.

Needs

- In the 2014-15 school year, we saw an increase in level 4 incidents (from 19 in 2013-14 to 26 in 2014-15).
- In the 2014-15 school year, we saw an increase in level 3 (from 11 to 21).
- In the 2014-15 school year, we saw an increase in superintendent (from 12 to 13) and principal (from 10 to 24) suspensions.
- For School Environment, the school received “approaching target” in the 2013-14 Quality Guide.

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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have a 20% decrease in level 3, 4, 5 incidents from the 2014-15 school year to the 2015-16 school year.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Throughout the school year, our Wellness Coach and Assistant Principal will attend monthly professional development offerings that are organized and facilitated by the Borough Field Support Center and other institutions around the discipline code, restorative practice and peer mediation. Our Wellness Coach will turn-key his learnings to teachers and hold monthly assemblies with students.</p>	<p>Students /teachers</p>	<p>Entire year</p>	<p>Wellness Coach</p>
<p>During September Orientation and throughout the school year, the Wellness Coach will review school-wide expectations that align with our Character Traits (Collaboration, Commitment, Compassion and Responsibility..</p>	<p>All students</p>	<p>September</p>	<p>Wellness Coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Tax Levy---</p> <p>Per- session for AP and Wellness Coach to plan PD and informational session for teachers and students</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By January 2016, we should see a 10% decrease of incidents year-to-date (2015 vs. 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 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.

Part 1 – Needs Assessment

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

Strengths

- On the 2014-15 Quality Review Validus received a proficient in 4.2 Teacher Teams.
- According to the School Survey, 93% of teachers believed that teachers at Validus work together to improve their instructional practice, 93% of teachers believed that PD experiences included opportunities to work productively with colleagues.

Needs

- It is necessary to have teachers more engaged in improving their practice through structured PD opportunities, participating fully in department and grade team inquiry work and lesson study activities.

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of teachers will be highly effective in 4e as demonstrated by active engagement in teacher teams and lesson study, attending off site PD and inter school visitations, and turn-keying significant leanings to other staff members.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Department teams will engage in inquiry work and lesson study.	Teacher teams	Entire year	Administrators and team facilitators.
Grade teams will engage in inquiry work and kid talk.	Teacher teams	Entire year	Administrators and team facilitators.
Teachers will attend off-site PD and visit other schools offered through the BFSC. Those teachers will turn-key their learnings to other teachers.	Teachers	Entire year	Administrators
The observation cycle will be used to provide feedback to teachers around component 4e along with specific recommendations for improvement.	Teachers	Entire year	Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy-- Per session for coaches to plan professional development for teachers Pay for teacher coverages for them to visit other teachers classrooms											
Part 4b. 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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
By January 2016, 12% of teachers will be rated highly effective in 4e as demonstrated by active engagement in teacher teams and lesson study, attending off site PD and inter school visitations, and turn-keying significant leanings to other staff members.

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.

Part 1 – Needs Assessment

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

Strengths

- In 2013-14, 9 teachers (36%) at the school were rated “Developing” overall and in need of Teacher Improvement Plans. In 2014-15, only one teacher was rated “Developing” in the MOTP.
- The school was rated proficient in the 2014-15 Quality Review: 3.4: High Expectations

Needs

- In the 2014-15 Quality Review, the school was rated “Developing” in the Instructional Core. We believe that administrators need to be in classrooms more frequently to give constructive feedback on the TAP Strategies (our instructional focus) to ensure that teachers are planning and executing effective lessons on a regular basis.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will receive informal written feedback weekly using the T.A.P Strategies Rubric.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Coaches will provide monthly professional development to teacher on embedding T.A.P strategies into their daily lessons. Coaches arrange inter class visits among teachers for them to see best practices of TAP strategies. TAP stands for: Text Coding (annotation), Answering Higher Questions and Pair-to-pair discussions.</p>	<p>Teachers</p>	<p>Entire year</p>	<p>Coaches</p>
<p>School leaders conducts classroom walkthroughs to norm "look fors" of TAP. Teachers receive clear actionable feedback from school leaders on how they can improve their practice related to TAP.</p>	<p>Teachers</p>	<p>Entire year</p>	<p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Tax Levy funding:</p> <p>Per Session for coaches to plan professional development activities for teachers</p> <p>Pay teacher coverages for inter-class visits</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>By January 2016, all teachers will receive at least 2 observations and feedback aligned to our instructional focus (T.A.P)</p>

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.

Part 1 – Needs Assessment

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

Strengths

- Validus has had partnerships with Hostos Community College where students take CollegeNow courses, Touro College, with whom we provide college courses onsite at Validus, and BronxWorks.

Needs

- According to the 2013-14 Quality Guide, our College Readiness Index was 6.7%.
- In order for our students to be college and career ready, we are adding partnerships with the Bronx Educational Opportunity Center (EOC) and DeVry College.

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

11 th and 12th grade students will engage in SAT online prep classes thus improving our average SAT scores to 1250/2400

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Students will engage in online SAT prep courses supervised by a licensed instructor from Princeton Review and teachers from Validus Prep. This will then lead to higher SAT scores school-wide.	11/12th Grade	Entire year	Princeton review instructor, Instructional Coaches and Department Swains (heads)

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Tax Levy - Per session for teachers to cover SAT after school program. Purchase SAT licences.										
Part 4b. 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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
By January 2016, we should see a 10% year-to-date (2014-15 & 2015-16) increase in SAT scores from tests administered in October, November and December 2015.
Part 5b. In February 2016 , 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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Testing of students Students who failed classes Students who demonstrate interest	Wilson Reading Achieve 3000 Afterschool Credit Recovery Saturday Regents Prep	Classes	During the tutoring pathway Afterschool Saturdays
Mathematics	Students who failed classes Students who demonstrate interest	Math XL Afterschool Credit Recovery Saturday Regents Prep	Classes	During the tutoring pathway Afterschool Saturdays
Science	Students who failed classes Students who demonstrate interest	Afterschool Credit Recovery Saturday Regents Prep	Classes	Afterschool Saturdays
Social Studies	Students who failed classes Students who demonstrate interest	Afterschool Credit Recovery Saturday Regents Prep	Classes	Afterschool Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on attendance, incidents, GPA, socio-emotional needs	1-1 counseling Group counseling	1-1 counseling Group counseling	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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Here at Validus, we have a two tiered hiring committee. Once teaching candidates are identified they are first interviewed by teachers, then administrators. They then are asked to prepare and execute a demonstration lesson and meet with an administrator for debriefing and reflection. Once on board, our Instructional Guide works and supports teachers with curricular writing and lesson planning. They receive: 1) weekly professional development based on the PD cycle below 2) attend weekly department team to plan and refine curricular and 3) grade team.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Validus Professional Development Cycle</p> <p>Cycle 1 Topic: Formative Assessments</p> <p>Dates: (Sept. 21, 28, Oct. 5, 12, 26, Nov. 2, 9)</p> <p>Sept. 21: Phase I - Formative Assessments. Data analysis of Achieve3000 diagnostics; Recap and introduction (for new teachers) of T.A.P. (text-coding [annotation], answering higher-order questions, and peer-to-peer discussion; and Examination of Universal Design for Learning (UDL)</p> <p>Sept. 28: Phase II - Use protocol to analyze student work from diagnostics in order to create differentiated next steps to meet the needs of all students and align with department goals. Discussion on how diagnostic data will be used for lesson planning.</p>

Oct. 5: Phase III - Teachers work on Achieve3000 platform. Explore and match content area reading materials available in Lexile.com with lexile scores of 9th, 10th and Special Education 11th grade students who took the Achieve diagnostic. Selection of lexile-leveled readings help with UDL.

Oct. 19 (Columbus Day, 10/12): Phase I - Deepen professional knowledge with best practices for implementing reading strategies. Resident literacy expert and teacher demonstrates a reading strategy designed to help build vocabulary skills. Staff encourage to use reading techniques in lesson plans. Session also includes Phase II as well-- using literature and best practices from Phase I to plan lessons and construct STAs.

Oct. 26: Phase III - Teachers bring lesson plans and tune them using a common protocol.

Teachers will implement reading strategies into their classroom to improve reading comprehension.

They will need to make sure to add a formative assessment to the lesson plan. This may include different ways to check for understanding. Demonstration on unique ways to gauge what students have learned.

Agenda:

1. Opening: Murphy (Reading Strategies through words and their definitions) 2:45-55
2. Teachers are paired up and share/edit lessons (30 mins)

Differentiation: Teacher pick group that will help them the most

Group 1: Butler: Teachers who want another organic discussion/lesson on reading strategies. You will have a small group discussion with Tammi about your lesson and various ways to implement new strategies. You should have your lesson with you to share out or have questions prepared to ask Tammi. Room 243.

Group 2: Ware: You have your lesson with reading strategies. You are ready to pair up with another teacher and follow a protocol to give feedback to each other. You will fill out graphic organizer and strictly talk to one other teacher to try to produce the best reading lesson possible. The coach will walk around and give advice to pairings who need extra support. Room 244

Group 3: Lidj: You are a math, art or gym teacher and you want to know how you can incorporate reading strategies into your class. Coach will give a mini lesson on strategies you can use to add reading to your class. Then gives some discussion and work time to put that into your lesson. Room 246

Resources:

- Ask them if they've ever had a student who "knows" the math content, and can talk about the topic in a one-on-one conversation (or even at a class level), but keeps bombing the exams. THAT is a literacy issue.
- Review reading protocols to guide students through short answer problems on the exam.
- Math teachers should always be reading data with their students. There are a nearly infinite number of data graphics on the internet. Tell teachers to go find one that matches an interest of students, and then to plan to use it in a lesson.
- What textbooks do teachers use? What strategies have they tried to help kids get better at reading a math text? When we're teaching ELLs and students who have struggled to be successful, we should place great emphasis on teaching them the Text Features of their content resources. Here are some examples.
 - <https://www.pinterest.com/pin/356910339191143240/>
 -
 - <https://www.pinterest.com/pin/10485011607910532/>
 - Just google something like Math Text Feature Scavenger Hunt to see other options.
- There's always this: http://www.huffingtonpost.com/ian-squires/republicans-introduce-leg_b_837828.html

3. Share out of next steps and suggestions for others (5 mins)

4. Revise lesson and prepare copies for this week. Next Monday you will be expected to bring back feedback to discuss if the student showed improvement or not.

Nov. 2: Phase IV - Examination of student work from lessons created and refined from previous week. Student work to be analyzed using common protocol. Teachers will use formative assessments to gauge if the students improved reading comprehension after the lesson.

Nov. 9: Lesson plan PD. What are the elements of an effective lesson plan? Focus on providing detail; multiple means of representation, engagement, and action and expression techniques; and ensuring that the day's learning target has been met. In addition PD addresses Danielson rubric, and how to integrate 1a, 1e, 3b, 3c, and 3d into plans effectively.

Cycle 2 Topic: Higher Order Questions

Dates: (Nov. 16, 23, 30, Dec. 7, 14, 21)

Nov. 16: Analyze Interim Assessment #1 (Mid-semester assessment). Use protocol to analyze student work from IA #1 in order to create differentiated next steps to meet the needs of all students and reflect on progress toward department goal. (It was due on November 13th)...try to fit in SLCs and Crew information.

Nov 23: Phase I - Study construction of HOQ. How do they differ from their more simplistic, closed-end counterparts? How can a DOK chart be used to ask higher order questions, support Checks for Understanding, and help guide the development of unit plans (as essential questions) and final products? How can students be trained to ask HOQ of each other? How does this help build content knowledge for both parties?

Nov. 30: Phase II - Use literature and best practices from Phase 1 to plan lessons; grounded in STA plans; also plan for measuring/evaluating impact of strategies. Lesson plans need HOQ, CFU, and assessments that relate to those questions. Teachers complete a lesson plan grounded in STA plan and bring it to Phase 3 for tuning.

Dec 7th: Phase III - Lesson plan feedback (teachers bring lesson plans and tune them using a common protocol). Plans must include UDL and TAP. Coaches create checklist for staff.

Dec. 14th: Phase IV - LASW (teachers bring student work from the lessons they developed and tuned together and analyze the work using a common protocol.

- Here, they examine if the students can answer higher order questions. Teachers to bring in one short answer question to analyze.
- Departments reflect and prepare to present their learning during their weekly meeting.

Dec. 21st: Phase V - Departments present best practices, reflect on their inquiry cycle, and present their learning to the staff.

Cycle 3 Topic: Rigorous Engaging Pedagogy Dates: (January 4, 11, 25th Feb 1st, 22nd, 29th, March 7th, 14th)

Cycle Schedule:

Dates: (January 4, 11, 25th Feb 1st, 22nd, 29th, March 7th, 14th)

Jan 4th: Rigorous Engaging Pedagogy – Phase 1: study (deepen professional knowledge with best practices and literature). Focus on engaging *all* students which means embedding differentiation.

Jan 11th: Rigorous Engaging Pedagogy – Phase 2: Plan (use literature and best practices from Phase 1 to plan lessons; grounded in STA plans; also plan for measuring/evaluating impact of strategies)

Teachers complete a lesson plan grounded in STA plan and bring it to Phase 3 for tuning.

Jan 18: Martin Luther King Day

January 25th: Analyze Interim Assessment #2 (Mid-semester assessment done by 1/15) Use protocol to analyze student work from IA #2 in order to create differentiated next steps to meet the needs of all students and reflect on progress toward department goal.

Feb 1st (Chancellor's Day)

February 8th: Lunar New Year- schools closed

February 15th: Winter Break

February 22nd : Rigorous Engaging Pedagogy – Phase 3: Lesson plan feedback (teachers bring lesson plans and tune them using a common protocol)

February 29th: Analyze Interim Assessment #3 (Mid-semester assessment done by 2/26) Use protocol to analyze student work from IA #3 in order to create differentiated next steps to meet the needs of all students and reflect on progress toward department goal.

March 7th: Rigorous Engaging Pedagogy – Phase 4: LASW (teachers bring student work from the lessons they developed and tuned together and analyze the work using a common protocol)

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

March 14th: Rigorous Engaging Pedagogy – Phase 5: Departments present best practices (departments reflect on their inquiry cycle and present their learning to the staff)

Cycle 4 Topic: Differentiation

Dates: (March 21,28; April 4, 11, 18; May 2, 9)

March 21st: Differentiation – Phase 1: study (deepen professional knowledge with best practices and literature)

March 28th: Differentiation – Phase 2: Plan (use literature and best practices from Phase 1 to plan lessons; grounded in STA plans; also plan for measuring/evaluating impact of strategies)

Teachers complete a lesson plan grounded in STA plan and bring it to Phase 3 for tuning.

April 4th: Analyze Interim Assessment #4 (Mid-semester assessment) Use protocol to analyze student work from IA #4 in order to create differentiated next steps to meet the needs of all students and reflect on progress toward department goal.

April 11th: Differentiation – Phase 3: Lesson plan feedback (teachers bring lesson plans and tune them using a common protocol)

April 18th: Analyze Interim Assessment #4 (Mid-semester assessment) Use protocol to analyze student work from IA #4 in order to create differentiated next steps to meet the needs of all students and reflect on progress toward department goal.

April 25th: Spring Break

May 2nd: Differentiation – Phase 4: LASW (teachers bring student work from the lessons they developed and tuned together and analyze the work using a common protocol)

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

May 9th: Differentiation – Phase 5: Departments present best practices (departments reflect on their inquiry cycle and present their learning to the staff)

Cycle 5: Reflection and Consolidation of Best Practices

May 16th: Using Data With Students and Using Student-Engaged Assessment Strategies

- Review how data will help teachers understand what the students know and don't know.
- Prepare regents review materials during the “college and career” classes

May 23rd: SLC and product reflection, Crew

- Review final SLCs for the school year (logistics of it)
- Reflect on “crew” and “college and career” classes to discuss what they will look like next year
- Discuss senior events and field day logistics

May 30th: Memorial Day, no school

Jun. 6: Tuning 4 Year Scope and Sequence, Summer Assignments

- Review SMART goals for the year.
- Prepare binder to show next year teachers about progress students have made
- Share out data and progress of goal to full staff

Jun. 13: Analyze FINAL Interim Assessment : reflect on progress toward department goal.

Jun. 20: Reflections, Ideas for 16-17

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/info, 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.

During our Common Planning week in August 2016, teachers worked in department teams to analyze 2014-2015 regents data, school created assessment data and student work products. They then used this information to create a diagnostics, interim assessments and final assessments over the course of SY15-16. In their reflection surveys, teachers recommended to the coaches that Formative Assessment should be the first cycle in our PD plan for the year.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	297,441.00		X
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		X
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,265,022.00		X

¹Explanation/Background:

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

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

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

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

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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:

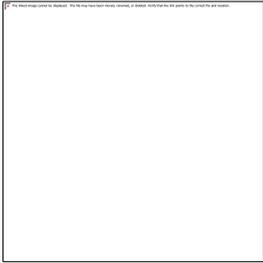
- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school'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.



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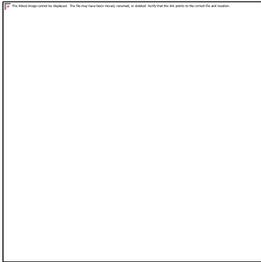
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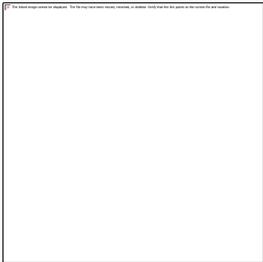
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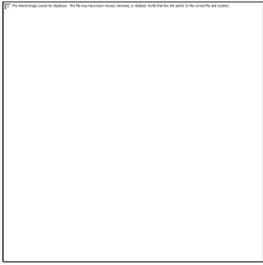
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October 22, 2015

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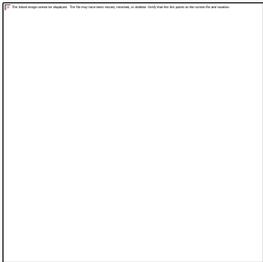
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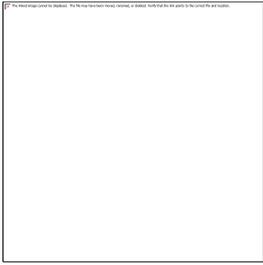
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ii. First meeting to be held Saturday, October 31 at 12:00 PM in the Library. Assistant Principal Latasha Frisco, and Parent Coordinator Caroll Cruz presiding. (While no VPA staff can serve of the PAC, Frisco and Cruz will attend for operational and communication needs)

1. Childcare supported by student or staff (purchase supplies, metro cards) After day one.
 2. Explanation of mission, vision, roles and responsibilities
 3. DOE Bylaws will be provided for guidance: http://schools.nyc.gov/NR/rdonlyres/08550B0D-E551-410B-8E1C-7ABCE6F35F9F/4273/TitleIPACBylawsTemplate_Final1.pdf
 4. A Nominating Committee for PAC Officers will be formed
 1. Officers elected in November
 5. Parents decide on roles and when future monthly meetings will be held
3. School-wide Goals, 2015 – 2016

1. Goal 1: By June 2016, we will see a 10% school-wide increase in the Regents passage rate for students in the lowest third, students with disabilities, and ELLs

2. Goal 2: By June 2016, we will have an increase in student attendance to 85%

3. Goal 3: By June 2016, 100% of 11th and 12th graders will have had the opportunity to engage in free ACT, SAT and College Prep classes

4. Goal 4: By June 2016, 25% of teachers will be rated distinguished or highly effective on component 4e (Growing and Developing Professionally) on Danielson's Framework for Teaching as demonstrated by active engagement in teacher teams and lesson study, attending off-site PD and interschool visitations, and turn-keying significant learning to other staff members

II. Marketing & Communications

1. Promote VPA web site and Facebook and Twitter pages to parents. Encourage them to visit and follow all of the platforms to stay up to date on school news and announcements

i. Week of October 26

1. Create postcard mailer promoting digital platforms and introducing the PAC
2. Announce development of PAC through phone blast

ii. Promote creation of PAC using digital media platforms

2. Teachers touch base with families regarding student performance each Tuesday during Parent Engagement Time (Goal 1 and 4)

III. Planned PAC Activities Through the Year

1. [Funds to be allocated to school-wide Title I activities (SWP)]
2. Parent-Teachers Association – monthly meetings
3. School Leadership Team – monthly meetings (members only)

4. October 26, 2015

i. Invitations to parents

ii. Formation of PAC Oct. 31

iii. Formation of Nominating Committee

iv. Nomination of Officers – Chairperson, Vice Chairperson, Recording Secretary, Treasurer

5. November

i. The SAT and ACT – What You Need to Know (Goal 3)

ii. Provide parents with school calendar of events

6. Parent Appreciation Night (Goal 4)

i. Parents come to VPA for a night of food, music, and conversation with teachers, administration and staff

ii. Invite District Leaders, and local Dignitaries

7. December

i. Attendance and Student Performance Seminar

1. Instruction on using JumpRope to track student attendance patterns and academic performance (Goal 1 and 2)
2. Achieve 3000 – An Online Reading and Literacy Tool (Goal 1). This supports VPA’s school-wide Literacy Initiative: Shed Light on Literacy
 1. Advice on encouraging children to read at home – and elsewhere
 2. Create Community Book Club (fiction, non-fiction, poetry).

i. Parents gather for a night of sharing literary works and light refreshments

ii. Free book giveaway (Give a book for the Holidays?)

iii. Library card sign-up

ii. Event – College Scholarships (Goal 3), Guidance Counselor presiding

1. Evening event
2. All parents need to know about searching for college scholarships, their availability, and financial considerations

8. January 2016

i. Regents Dos and Don’ts (Goal 1)

1. Information on preparing for exams and day-of considerations

ii. Is Your Child on Target for Graduation? (Goals 1 and 3)

iii. How to read your transcript (Goals 1 and 3)

iv. Volunteer Programs for Parents

1. Gives parents opportunity to connect with school administration, teachers, students and staff on a weekly basis
 1. March Against Violence
 2. College March
 3. Day of Giving Thanks (Thanksgiving)
 4. BuildOn Community Service

1. February

i. Event - College Financial Aid Seminar, Guidance Counselor presiding (Goal 3)

1. Evening event
2. FAFSA information

ii. Preparing for the New SAT – What You Need to Know (discussed during regular session)

10. March

i. ESL Class for Parents (Goals 1 and 4)

1. Bronx EOC conducts session on parents overcoming language barriers so that they can better communicate with their children and teachers about their child's progress

11. April

- i. Accepted to College, Now What? (Goal 3)
- ii. Late... Very Late... College Applications. Can I Still Apply? (Goal 3)

• May

- i. Summer School
- ii. August Regents (Goal 1)
- iii. August Graduation

13. June

- i. PAC reelection
- ii. Prepare for new school year, 2016 – 2017
- iii. Year-End Events

###



Parent Involvement Policy (Plan)

October 22, 2015

I. Overview

1. The Parent Involvement Plan at Validus Preparatory Academy is designed to broaden and strengthen the school's relationship with parents, and to position VPA as a viable resource for parents, students, and the school community.
2. VPA will move immediately to create a Parent Advisory Council (PAC), which will consist exclusively of parents and guardians of children attending the school.

i. Work on developing the PAC to begin October 26

1. English/Spanish invitations sent to parents. Objective is to recruit at least two parents from each grade. Those currently serving in the Parent-Teachers Association do not necessarily have to join the PAC
2. Auto dialed message to parents (Hibbert/Cruz) Wednesday, October 28 and Friday, October 30

ii. First meeting to be held Saturday, October 31 at 12:00 PM in the Library. Assistant Principal Latasha Frisco, and Parent Coordinator Caroll Cruz presiding. (While no VPA staff can serve of the PAC, Frisco and Cruz will attend for operational and communication needs)

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3. School Leadership Team – monthly meetings (members only)

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• May

i.Summer School

ii.August Regents (Goal 1)

iii.August Graduation

13. June

i.PAC reflection

ii.Prepare for new school year, 2016 – 2017

iii.Year-End Events

###

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>13</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</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: Students that have strong academic vocabulary and are able to utilize it in both speaking and writing are more likely to graduate from high school. Our data supports this. Students who fail to graduate from Validus in four years are students who have failed to grasp academic language, therefore, are unable to pass the regents exams nessecary to complete graduation requirements. In order to improve our regents passage by our ELL population we chose to implement an online language course to assist with the development of academic language.

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

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

Part C: Professional Development

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

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

Begin description here: Research shows that an inspiring and informed teacher is the most related factor influencing student achievement, so it is critical to pay close attention on how we train and support both new and experienced educators. The staff that will receive training are the on-site administrator for the program and the teachers working the program. We will conduct four professional development sessions conducted by the ESL teacher for one hour at the end of the students program. PD will occur monthly from 12-1 pm for four months on the second Saturday of each month. Participating teachers and administrators (at no cost to Title III) will receive training pertaining to the online language acquisition program to support our students in the Saturday program. Topics to be covered include log in, set up, assessment creation, technical issues, monitoring progress, general overview, how to enter the program as an administrator and as a student. PD will also instruct teachers on how to extract and utilize student achievement data to assess and modify instruction.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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 9	Borough Bronx	School Number 263
School Name Validus Preparatory Academy		

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 Christopher Hibbert	Assistant Principal LaTasha Frisco
Coach Myrna Melendez-Prentice	Coach John Bell
ENL (English as a New Language)/Bilingual Teacher Bell	School Counselor Keisha Morris
Teacher/Subject Area Prentice/Spanish	Parent Sheila Brazzley
Teacher/Subject Area Bell/ENL	Parent Coordinator Caroll Cruz
Related-Service Provider Cory Murphy	Borough Field Support Center Staff Member Dialy Rosa
Superintendent Carron Staples	Other (Name and Title) not applicable

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	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	2
Number of certified ENL teachers not 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)	378	Total number of ELLs	44	ELLs as share of total student population (%)	11.64%
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Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

A. ELL Programs

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	13
SIFE	15	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	15

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											
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE	0	0	0	0	0	0	0	0	0	0	00
DL	0	0	0	0	0	0	0	0	0	0	00

ENL	19	5	0	10	1	3	15	1	6	44
Total	19	05	00	10	01	03	15	01	06	44
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
TOTAL	00													

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
																			00	00
																			00	00
																			00	00
TOTAL	00																			

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	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										16	13	9		40
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic											1			01
Haitian														00
French													1	01
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other										2				02
TOTAL	00	00	00	00	00	00	00	00	00	18	14	09	03	44

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4				04
Emerging (Low Intermediate)										2	1	1	1	05
Transitioning (High Intermediate)										1	6	1		08
Expanding (Advanced)										7	4	5	1	17
Commanding (Proficient)														00

Total	00	00	00	00	00	00	00	00	00	00	14	11	07	02	34
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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														00

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														00

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	2	0	0	0
Integrated Algebra	14	0	2	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	21	0	1	0
Physics	0	0	0	0
Global History and Geography	3	0	1	0
US History and Foreign Language	9	0	2	0
Government	0	0	0	0
Common Core Algebra	2	0	0	0
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

ENL teachers use teacher created assessments in addition to Achieve 3000 to evaluate students' literacy skills.. Achieve 3000 database provides the staff with articles and assignments that are aligned to the Common Core State Standards. Each article has an 8 question multiple choice activity that gauges student comprehension of the text, knowledge of vocabulary in context, and gives students opportunities to further their understanding with written extension activities. For more about the program, please refer to <http://www.achieve3000.com>. The data revealed that our students continue to struggle with reading comprehension as most students

enter Validus being at least two grade levels below their instructional level. As a result these are the instructional strategies our teachers have put in place to meet the needs of all students:

Curriculum

- a) Adopt Universal Design for Learning as a common model curriculum across all content areas. UDL is designed to “minimize barriers and maximize learning for all students” (cast.org, 2015)
- b) Through UDL, teachers can customize goods, materials, methods and assessments to meet individual needs

Pedagogy

- a) Through TAP (text-coding [annotating], answering higher-order questions, and peer-to-peer discussion) students read, think, discuss and write deeply across all content areas (QR mandate)
- b) Common Core and Content Vocabulary

1. Expose students to—and frequently teach and assess—critical Common Core verbs and nouns. “Researchers estimate 85% of achievement test scores are based on the vocabulary of the standards. Students from poverty, ELL students, and other at-risk students are particularly in need of learning these words in ways that meet their specific learning needs” (Sprenger, 2014)

- a) These words will be taught, using a variety of applications: Word Walls, Word Gloves, rhymes, raps, graphic organizers, context clues, and visualizations, among others.
- b) Other forms of vocabulary instruction
 - a. Tiered vocabulary instruction
- c) Instruction in prefixes, suffixes, synonyms, antonyms, and other parts of speech

Assessment

- (a) How Do You Know They Know?” This question drives instruction.
 1. Lesson plans should contain differentiated Checks for Understanding (CFU) at various points in the lesson to determine whether students are “getting” the content
 2. Plans should make time for student activities, which also serve as CFUs
 3. For SPEDs and ELLs, shorten assessments, but increase the frequency
 4. Differentiate assessments. If student learn differently, they test differently as well
 5. Formative and summative assessments should circle back to short and long-term learning targets
 6. Develop and implement a school-wide program to determine student progress towards goals, and make it accessible to parents, students, and staff
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data revealed that patterns across proficiency levels and grades is that students are lacking literacy skills across 9-12.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#))

The AMAO information is used to program students and assist in developing targeted instruction for our ENL students. It also provides concrete and tangible outcomes for our students in order to assist teachers with programming and instructions. Overall the data reveals that our students are struggling to do well in content area Regents but a deeper analysis shows students getting close between 54 and 64 which means that they are acquiring academic skills but they under the threshold. This is aligned with research shows students need 5-7 years of academic English in order to successfully pass the Regents exams. With this data we have developed various programs to assist students with their academic needs. There will be tutoring for all ELLs in content areas and extra help on Saturdays to assist students in developing both language and content knowledge to assist in moving them from 54 to 65 and from a 64 to 70. For Content Area classes and Regents exams; content area teachers provided tutoring for ESL students and also scaffold lessons to meet their needs. An ESL teacher works with teachers in History, Science and English.
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? **Not applicable.**

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments. Interim assessments are administered school-wide in all core content areas three times per semester. Teachers enter student results (including those of ELLs) in a school-wide grading system called Jump Rope which all teachers are privy to access. Meetings between teachers of all grades are held daily and departmental team meets on a weekly basis to discuss school matters, including ELL students.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used? The school leadership team and teachers are using the results to set instructional goals and plan professional development.

Home language is a consideration in seating charts, grouping for projects, and accountable work partners. Periodic assessments indicate how ELLs are progressing towards achieving school-wide learning targets in each of their classes.

- 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](#).]

N/A

- 6 How do you make sure that a child's second language development is considered in instructional decisions?
For classes where there is a Regents exam, bilingual glossaries have been provided to content area teachers in multiple languages as to help students access the content. Though the material is taught in English, students can learn how to express the content using the proper terminology in their native language.

- 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 ELL program is evaluated by credit accumulation, NYSESLAT scores, regents passage and graduation rate for ENLs

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.

During the registration process, the parents of newly admitted students who speak a language other than English at home are referred to one of our qualified pedagogues, who are also bilingual (Spanish/French/English). One of these pedagogues will administer the HLIS and conducts the oral interview in English and the native language with most parents of our incoming students. If students meet the qualification for NYSITELL administration (i.e., answer 'yes' to speaking a language other than English the requisite number of times on each section). One of our 2 qualified ESL teachers administer the test to the student(s) immediately, the next day or as soon as possible within the 10days. Both teachers also conduct the Parent interviews and show the parent video about the language selection. All the documents are organized in a binder and students files. . Based on their NYSITELL scores, students are placed in the appropriate classes within 10 school days of registration. The Spanish LAB will be administered to all new students who are native Spanish speakers within the first 10 days of school. The test will be administered by one of our certified ESL teacher. For newly admitted students who transfer from other NYC public schools already have HLIS and NYSITELL data on file. these students, our school programmer or ESL Coordinator checks their ATS records and assigns them to classes for the appropriate level of ESL instruction within 10 days of registration.

- 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).

SIFE oral interview questionnaire is administered during the registration process, for eligible students we administer the LENS if available most recent student work is evaluated by the appropriate content teacher as well as the ENL teacher.

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).

LPT members:

- Christopher Hibbert-Principal
- Latasha Frisco- Assistant Principal
- Myrna Melendez-Prentice-ESL Coordinator
- John Bell-ENL Teacher
- Lidj Lewis-Sp. Ed teacher
- Caroll Cruz- Parent Coordinator
- Christel McCrory- Community Coordinator
- Keisha Morris-Guidance Counselor

(1)LPT recommends NYSITELL administration, Student takes NYSITELL to determine ELL status, ELL identification progresses as with all students. (2) LPT recommends student to not take the NYSITELL and send recommendation to principal. (1) Principal recommends NYSITELL, student takes NYSITELL, process continues as with all ELL students. (2) Principal determines student should not take NYSITELL, determination is sent to superintendent's office for review. Parent is notified within 3 days of 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.

Parents are informed about students NYSITELL results on the same day and entitlement letters/non-entitlement parent notification letters are given to them. We also keep a copy of that information. Ms. Rivas is in charge of the process and all letters are given in parents' respective languages/preferred correspondence language.

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re- identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

Helpful Hints: Re-Identification of ELL Status Process

- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
- If a student's ENL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.
There is only one program choice offered at our school, which is the Freestanding ENL option. At the beginning of the year, an Orientation was held that apprised parents of this.
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.
Our school has a meeting for parents of ENL students at the beginning of the school year, explaining the importance of parental choice as well as program deadlines.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ESL Coordinator, Parent Coordinator and Community Coordinator share a google doc that tracks all information necessary and follow up with parents and students as necessary. All forms are then added to the ESL Student Binder
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are sent home with student and mailed and parent is called to be notified that letter requires immediate attention.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
2 binders are available 1-Principal's office for admin to access and 2nd binder in ESL Coordinator's room 236.
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.
To ensure that all ELL's receive the NYSESLAT annually, we cross reference our student names on the ATS reports and on Jump Rope (Our on-line Mastery based grading system). Our 2 certified ESL teachers, administer the test. Prior to the test dates, the 2 teachers review the list of students and the test materials and the administrator instructions. Each teacher is responsible for administering the speaking part of the test to their respective list of students. A schedule is created and classes are combined for administering the listening, reading and writing sections of the test. Each teacher keeps track of his students who miss sections of the test and need to take make-ups which are administered at the end of the testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are sent home with student and mailed and parent is called to be notified that letter requires immediate attention.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
Parents typically chose Freestanding ENL. As the school welcomes a more diverse ELL population we continue to provide the necessary services for all students. At this time the majority of our students are Spanish speakers. The SPED co-ordinator and the ENL co-ordinator are also Spanish speaking. All information from parent surveys is recorded on an excell sheet and in the binder files for ENL. Administrators review the information in order to program students with the proper classes according to their parent's choice of ENL program. In addition, the administrative staff in the main office speak Spanish and are able to facilitate communications with parents.

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.

Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.
 - a. All Beginning/Entering level students receive a minimum of 540 minutes of ESL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Low Intermediate students at BCA receive at least 360 minutes of ESL instruction per week with 90 minutes for ENL ante 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Intermediate/Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Our free-standing ESL students receive at least the mandated number of instructional minutes appropriate to their proficiency levels, as outlined in the next response.
 - a. All Beginning/Entering level students receive a minimum of 540 minutes of ESL instruction per week; 180 minutes for ENL and then 180 ENL/ELA. Low Intermediate students at BCA receive at least 360 minutes of ESL instruction per week with 90 minutes for ENL ante 180 for ENL/ELA with 90 minutes of integrated Social Studies class. Intermediate/Transitioning students receive a minimum of 180 minutes; 90 minutes of Integrated ENL/ELA or Integrated ENL/Social Studies. Advanced ENL students are programmed into 180 minutes of Integrated ELA/ENL or Integrated Content Area/ENL. Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or Integrated Content Area classes.
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. Core content is delivered in English, with Spanish supports being provided in the stand-alone ESL class. Additionally, the ELLs who are enrolled in Spanish courses receive instruction in both English and Spanish. Word walls are provided in every class that foster appropriate academic language tailored to the content.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All new Spanish speaking ELL's are evaluated using the Spanish Lab or Spanish Regents practice exams in their Spanish classes which are administered by the certified Spanish teacher. Various formal and informal screeners are also used to evaluate students' language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are regularly given multiple opportunities per marking period to hone their production language skills (speaking and writing) as well as their receptive modalities (reading and listening). All large projects incorporate each of the four linguistic modalities into the grading rubric. We also use data gained from the 6 interim assessments administered through-out the school year, for the creation and revision of unit and lesson plans and to ensure that students are growing appropriately in each of the modalities.
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

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. Our school currently does not have any ELLs that have been re-identified. However we are ready to follow the

6. 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?

Curriculum

a) Adopt Universal Design for Learning as a common model curriculum across all content areas. UDL is designed to “minimize barriers and maximize learning for all students” (cast.org, 2015)

b) Through UDL, teachers can customize goods, materials, methods and assessments to meet individual needs

Pedagogy

a) Through TAP (text-coding [annotating], answering higher-order questions, and peer-to-peer discussion) students read, think, discuss and write deeply across all content areas (QR mandate)

b) Common Core and Content Vocabulary

1. Expose students to—and frequently teach and assess—critical Common Core verbs and nouns. “Researchers estimate 85% of achievement test scores are based on the vocabulary of the standards. Students from poverty, ELL students, and other at-risk students are particularly in need of learning these words in ways that meet their specific learning needs” (Sprenger, 2014)

a) These words will be taught, using a variety of applications: Word Walls, Word Gloves, rhymes, raps, graphic organizers, context clues, and visualizations, among others.

b) Other forms of vocabulary instruction

a. Tiered vocabulary instruction

c) Instruction in prefixes, suffixes, synonyms, antonyms, and other parts of speech

Assessment

(a) How Do You Know They Know?” This question drives instruction.

1. Lesson plans should contain differentiated Checks for Understanding (CFU) at various points in the lesson to determine whether students are “getting” the content

2. Plans should make time for student activities, which also serve as CFUs

3. For SPEDs and ELLs, shorten assessments, but increase the frequency

4. Differentiate assessments. If student learn differently, they test differently as well

7. How 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?

For students who have both LEP and special needs, the school programmer reviews their IEP’s and NYSESLAT results and consults with teachers to determine the combination of instruction that will best benefit each individual student. In general, the programs and modifications outlined in the IEP inform students placement, but every effort is made to accommodate both mandated ENL/ELA/NLA instruction along with Self-Contained, Co-Teaching, ICT and Special Education Teacher Support Services. Students are placed in ICT classes based on the NYSESLAT and IEP requirements.



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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)	2 units of study <i>per week</i> (360 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/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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher 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(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. One unit of study = 180 minutes of instruction per week per year.*

NYS ED.gov

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

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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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

NYSED.gov

*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
75%					
50%					
25%					
Home Language Usage/Support	Dual Language				
	100%				
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

8. 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.

- ELL students in ELA receive push-in services 4x per week by the ESL teacher.
- ELL students in Global History receive ESL modifications by the dual certified History/ESL teacher
- All ELL students in grades 9 and 10 receive 105 minutes per week of reading support using Achieve3000

Content area strategies for the ELL's include graphic organizers, building background knowledge, content area literacy strategies, identification of cognates, scaffolded writing exercises, and other methods to support literacy. Materials include textbooks, visuals, graphic organizers and technology such as the Smartboard, Internet, and Ipad's. ESL teachers provide content area support in several ways. When co-teaching a class, the ESL teacher will plan or review lessons to ensure that the language is comprehensible for the ELL's. The language of a lesson can be simplified but not the content. The ESL teacher will offer strategies that are helpful to ELL's, as well as assessment ideas. The ESL teacher will also focus on delivering content area vocabulary in an understandable way. The ESL teacher works with students in small groups or individually.

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

ELL students are receiving the text-coding/annotation instruction techniques that are used school-wide in order to navigate challenging texts and learn vocabulary as seen in context. Additionally, students receive sentence scaffolds on assignments and test in their content courses where extensive writing assignments need to be completed. Students are also allowed to show what they know in content area classes by answering extended response prompts in Spanish as there are teachers on staff who are able to comprehend the Spanish language.

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

At VPA we continue to use Achieve 3000, Wilson Reading

Freestanding ENL

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

There aren't any plans to discontinue programs/services for ELLs.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building?

Students are invited to Saturday Academy.

13. What instructional materials, including technology, are used to support ELLs?

Our ENTERING ELL students each receive an Ipad with the Google Translation Application pre-installed. This application allows students to photograph text in the classroom and it translates said text into their native language. Students also receive earbuds so that the application can translate spoken information as well. Students are allowed to use the Ipad in all core and non-core classrooms.

14. How is home language support delivered in each program model (DL, TBE, and ENL)?

ENL: Supporting learning targets of each lesson are also written in Spanish to adhere to the predominately Spanish speaking population of ENLs at Validus. Translations in context are provided when needed. This is reflected in a lot of the planning and can be seen in seating arrangements as well as differentiation seen in lesson plans.

15. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our staff adheres to the required weekly ELL service guidelines.

16. 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).

17. What language electives are offered to ELLs?

Spanish is offered to all ELLs as a language elective

18. 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 (simultaneous)?

A through D are not applicable.

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.)
The ELL teachers receive 75 minutes of professional development after school each Monday. In addition, they are required to attend three 7 hour PD days that take place at the school site when the students are not in school. Before the school year begins, teachers go to four days of PD sessions at the school site to prepare for the upcoming year.
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 ESL teacher has been signed up for the “How to Plan Instruction Using the New Language Art Progressions” professional development series. It’s a four part PD series that is sponsored by the Bronx Borough Field Support Center branch of the NYC Department of Education.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.
ELL personnel participates in weekly common planning. Additionally, staff attends various professional development sessions as needed, locally and regionally. The special services department, which includes the ESL staff conducts professional development multiple times during the year. The department shares best practices, data, strategies for co-teaching and working towards common core standards with ELL students .

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?
Parents are provided with an ELL orientation in September. The PTA provides workshops for parents on various topics. The needs of the parents are evaluated by the PTA and the school leadership team. Translation services are provided for meetings and student conferences. We offer translated phone calls home containing parental information.
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Paste response here:
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Validus has a partnership with the Bronx Educational Operational Center. Parents can enroll in free ESL classes.
5. How do you evaluate the needs of the parents?
Paste response to question here:
6. How do your parental involvement activities address the needs of the parents?

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:

Part VI: LAP Assurances

School Name: Validus Prep Academy

School DBN: 09X263

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)
Christopher Hibbert	Principal		11/10/15
Latasha Frisco	Assistant Principal		11/10/15
Caroll Cruz	Parent Coordinator		11/10/15
John Bell	ENL/Bilingual Teacher		11/10/15
Sheila Brazzley	Parent		11/10/15
Myrna Melendez-Prentice	Teacher/Spanish		11/10/15
	Teacher/Subject Area		11/10/15
	Coach		11/10/15
	Coach		11/10/15
Keisha Morris	School Counselor		11/10/15
Carron Staples	Superintendent		11/10/15
Dialy Rosa	Borough Field Support Center Staff Member <u>Bronx</u>		11/10/15
	Other		11/10/15
	Other		11/10/15
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: #INGEST ERROR! School Name: **Validus Preparatory Academy**
Superintendent: **Carron Staple**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Validus Preparatory Academy looks at the home language surveys, the Learning Environment Surveys, ATS reports (HLIS RSSS & RHLA) and conversations with students and with parents to determine the translation needs of the school. When parents visit the school to meet with staff we confirm that they are receiving school materials in appropriate language. When we call a parent at home we work with the student to ensure that we have a staff member who speaks the appropriate language and can translate as necessary. Data is also gathered from Part III of the Home Language Identification Survey , Student Emergency Contact cards, Jumprope. Incoming 9th grader information is maintained on a google excel document which contains parents language, students' name, class and grade.

The Parent Coordinator interacts with parents and keeps forms informational guides, and the translation number for parent teacher conferences and Special Education (IEP) conferences to meet the language needs of parents/guardians.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The predominant group needing translation services are Spanish speaking families. We have concluded that there are a substantial number of students and families who need to receive materials in foreign languages with a significant majority requiring Spanish. The staff members translate documents into

Spanish a well recognized need in the school and one that the school works to meet by having staff regularly translate documents into Spanish. Parents who speak another language besides Spanish request that all information be sent in English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents require translation our monthly newsletter, handbooks, after-school program information, exam notifications, letters of students progress at the end of the marking period. All announcements and emails are also translated. Parent-teacher conference announcements and phone call reminders are also translated.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face to face meetings include but are not limited to: Welcome Orientation for all parents held in Last August - September, parent-teacher conferences, meet and greet teacher evenings every marking period. Also, weekly parent phone class are made by our biingual parent coordinators to keep parents aligned.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All documents that are sent home to parents are translated into Spanish by in-house school staff. These materials are sent out at the same time as the original documents in English. We will meet our identified translation needs by planning ahead and submitting request so to the Translation and Interpretation Unit or have our in house staff

translate the documents. Many of the documents which already translated by the T&I unit will be utilized accordingly.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will provide oral interpretation by in-house staff as needed. Several staff members regularly serve as translators for phone conversations and in person meetings. If need be interpretation services will requested via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers will provided with PD with information about the translations and interpretation services available along with language ID guide, language "I speak..." card during our regularly scheduled meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school works hard to meet the translation requirements described in the Chancellor's Regulations. In all communications with parents we ask them if they need translation and provide it at their request. The Parents' Bill of Rights is posted on the Parents' Bulletin board. The Language ID guide is posted on the Main Office door. We have contracted the compliance office requesting for them to mail us a welcome poster.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will conduct a parent survey in order to gather feedback from parents to improve and monitor our language and interpretation services.