2018-19

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

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
Section 1: School Information Page

School Information

Validus Preparatory Academy
320900011263
09X263

BEDS Code: 9-12

Grades Served: 1595 Bathgate Avenue Bronx, NY 10457

School Address: 718-466-4000

Phone Number: 718-466-4001

Fax: Christopher Hibbert, Principal

Email Address: chibber@schools.nyc.gov

School Contact Person: Christopher Hibbert

Principal:

Andre Mckoy

UFT Chapter Leader:

Nijaa Wright

Parents’ Association President:

Lidj Lewis

SLT Chairperson:

Nijaa Wright

Title I Parent Representative (or Parent Advisory Council Chairperson):

Taylor Wright

Brittany Pichardo

Nekayla Douglas

Sebastian Williams

Student Representative(s):

Build-on

CBO Representative:

District Information

Geographical District: 9

Superintendent: Mr. Michael Alcoff

Superintendent’s Office Address: 1 Fordham Plaza Bronx, New York 10468

Superintendent’s Email Address: malcoff@schools.nyc.gov
Field Support Center (FSC)

Jose Ruiz
FSC: ___________________________ Executive Director: ___________________________

Executive Director’s Office Address: 1 Fordham Plaza Bronx, NY 10458

Executive Director’s Email Address: jruiz2@schools.nyc.gov

Phone Number: 718-828-7776 Fax: 718-828-7777
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Hibbert</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Andre McKoy</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Nijaa Wright</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Crystal McCrory</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Nijaa Wright</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Taylor Wright</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Britney Pichardo</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Lidj Lewis</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Hesley Keenan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Victoriana Casildo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Berill Barna</td>
<td>Parent</td>
<td></td>
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<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ṇekayla Douglas</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Sebastian Williams</td>
<td>Member/</td>
<td></td>
</tr>
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<td></td>
<td>Member/</td>
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<td>Member/</td>
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<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide
The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Mission:</strong> Our mission is to provide students with an education that empowers them academically, socially, and economically, with an emphasis on building skills necessary to thrive in the 21st century.</td>
</tr>
</tbody>
</table>

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 a program called 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 each day. We also have an outstanding athletics program and extensive extracurricular activities.

Validus has partnered with several prominent organizations whose programs contribute to creating a college preparatory academy. They include: CBI - College Bound Initiative. CBI's full time, school-based Director of College Counseling (DCC) works closely with the principal and teachers to create a college-going culture that raises the expectations of parents and students. DCC guides students to overcome barriers to college entry through early college awareness activities, and application, financial aid and enrollment support. Validus also receives support from the following Bronx Community College TRIO Pre-Collegiate Programs: Upward Bound, Talent Search and Upward Bound Stem.

3. Describe any special student populations and what their specific needs are.

Our school is located in a high-needs area, and our students come to us with an average ELA proficiency of 2.42 and math proficiency of 2.15, according to the school's Quality Guide (2016 - 2017). In addition, over 83.1% of our students qualify for free or reduced lunch. Nearly 28% (27.7%) of our students have IEPs and 16.1% of our students are ENLs. NINE percent of our students are over-age and under-credited. [I COULD NOT FIND THIS STATISTIC] Our school community works tirelessly to provide students with additional academic and socio-emotional support to help our students succeed.

4. Identify 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.

Since our 2016-17 Quality Review Report was not finalized until June 7, 2017, we have no Framework element rating except Trust, for which we scored 4.08. This score represents a significant improvement from the previous year's score of 3.39. What this means is that our students will continue to achieve academic success because all the constituents (parent-to-teacher, parent-to-principal, student-to-teacher, teacher-to-principal and teacher-to-teacher) are trusting of each other.

A key area of focus for 2017-18 was Rigorous Instruction: Specifically pedagogy and aligning assessments to curricula.
### School Demographics and Accountability Snapshot for 09X263

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>09,10,11,12</td>
<td>372</td>
<td>No</td>
</tr>
</tbody>
</table>

**English Language Learner Programs (2018-19)**

**Transitional Bilingual** N/A **Dual Language** N/A **Self-Contained English as a Second Language** N/A

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td>44</td>
<td>29</td>
<td>69</td>
</tr>
</tbody>
</table>

**Types and Number of Special Classes (2018-19)**

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**# Foreign Language** N/A **# Visual Arts** N/A **# Music** N/A

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.0%</td>
<td>78.4%</td>
<td>86.0%</td>
<td>1.1%</td>
<td>20.7%</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0%</td>
<td>27.2%</td>
<td>70.4%</td>
<td>3.3%</td>
<td>1.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

**Years Principal Assigned to School (2018-19)**

| 4.21 | # of Assistant Principals (2016-17) | 4 |

**% of Teachers with No Valid Teaching Certificate (2018-19)**

| 13% | % Teaching Out of Certification (2014-15) | 35% |

**% Teaching with Fewer Than 3 Years of Experience (2018-19)**

| 9% | Average Teacher Absences (2014-15) | 7.6 |

**Student Performance for Elementary and Middle Schools (2017-18)**

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**

<table>
<thead>
<tr>
<th>N/A</th>
<th>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student Performance for High Schools (2016-17)**

| ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 (2016-17) | 65% |
| Global History Performance at levels 3 & 4 | US History Performance at Levels 3 & 4 | 50% |
| 4 Year Graduation Rate | 6 Year Graduation Rate (2011 Cohort) | 72.0% |
| Regents Diploma w/ Advanced Designation | % ELA/Math Aspirational Performance Measures (2015-16) | 3% |

**Overall NYSED Accountability Status (2018-19)**

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Priority School** No **Focus Subgroups** N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
<th>White</th>
<th>Multi-Racial</th>
<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
<th>White</th>
<th>Multi-Racial</th>
<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
<th>White</th>
<th>Multi-Racial</th>
<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
<th>White</th>
<th>Multi-Racial</th>
<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
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<th>N/A</th>
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</table>

**High School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>N/A</th>
<th>White</th>
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<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>YSH</th>
<th>White</th>
<th>Multi-Racial</th>
<th>N/A</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
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</thead>
</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
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<th>N/A</th>
<th>White</th>
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<th>Limited English Proficient</th>
<th>N/A</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
<th>N/A</th>
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</thead>
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**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

| American Indian or Alaska Native | Black or African American | N/A | White | Multi-Racial | N/A | Students with Disabilities | Limited English Proficient | N/A | Economically Disadvantaged | ALL STUDENTS | N/A | YES |
|----------------------------------|---------------------------|-----|-------|------------|-----|-----------------------------|----------------------------|-----|--------------------------|-------------|-----|     |

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strengths

- During 2016-2017 we saw increases in Regents scores in Algebra 1 CC (from 18% to 35% passing), Geometry (from 0% to 14%). Although our ELA scores went down by 4%, we continue to score above schools in our comparative group and those in our borough.
- During 2016-2017, we saw an increase in our overall College Readiness Index (from 7% to 28%). Specifically, students college readiness scores in Algebra 1 CC (from 7% to 21%) and Geometry from 0% to 7%.

Needs

- ELA Regents scores decreased between 2015-2016 and 2016-2017 (from 73% to 59%).
- US History scores decreased between 2015-2016 and 2016-2017 (from 27% to 21%).
- Living Environment scores decreased between 2015-2016 and 2016-2017 (from 37% to 27%).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the average passing score on a standardized test (Regents, AP exams) will have increased by 10 percentage points over the previous year (as compared to June 2018) from 43.3% to 53.3%. Strategies for achieving this goal include an emphasis on independent reading, direct vocabulary instruction, research based and argumentative writing, text analysis and citing evidence.
### Part 3a – Action Plan

In June, 2018 members of the administration, support, and teaching staff—as well as the head of the Parents Association and a student—gathered for our annual retreat to develop, discuss, and create strategies around the school goals noted above. The purpose was to closely examine our pedagogical, community-facing, and operational practices; and establish a series of action plans that are designed to improve student outcomes and more effectively engage the community Validus serves. We started by using a SWOT protocol, reviewing the strengths, weaknesses, opportunities and threats of the previous year’s goals. After hours of discussion, we formulated a slate of new goals for the 2018 - 2019 school year, and devised a number of next-steps to fulfill the mission and the vision of those goals, the first of which follows:

**Goal 1 (Rigorous Instruction) - By June 2019, the average passing score on a standardized test (Regents, AP exams) will have increased by 10 percentage points over the previous year (as compared to June 2018).**

**Next Steps:**

- Each of the four core content areas—ELA, Math, Science, and Social Studies—developed department goals that are in alignment with the school wide goal. (Humanities represents the ELA and Social Studies departments). As such, Humanities generated the following:
  - By June 2019, 80% of all students will be able to achieve mastery in analyzing evidence to support a conclusion. To support that, the Humanities team developed a set of Instructional Priorities, a framework for teaching in the coming year:
    - Independent Reading
    - Direct Vocabulary Instruction
    - Writing - Students will write research-based argument and informational essays. Skills include establishing a claim, analyzing and citing evidence, acknowledging opposing claims, and crafting a rebuttal
    - Feedback for Students - CFUs (Checks for Understanding) which can come in a variety of forms: written, oral, through the use technology, and student conferences

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<thead>
<tr>
<th>Summer 2018; September 2018 - June 2019</th>
<th>PD Team Department Chairs (CPAs) AP for Department Principal</th>
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</table>
Be advised that the Instructional Priorities above also support STEM students and teachers. For example, our data show that students struggle with Living Environment vocabulary, as indicated by their scores in the multiple choice section of the Regents exam. Proving direct instruction in this area could help reduce some of the challenges students are facing in this regard, and improve performance.

Other next-steps include:

Developing electives around the needs of the students--SAT and remediation electives, for example

Create Honors classes to challenge high-performing students and to keep them engaged

- The Math department set goals which closely reflects the school wide goal:

  - By June 2019, 80% of students will achieve mastery on analyzing and drawing conclusion about data.

  - Science: By the end of January 2019, 90% of science students will master 85% (out of 25 questions) of words and terms in a vocabulary test.

Following the retreat, a team of CPAs (lead teachers who are focused on Curriculum, Pedagogy, and Assessment) met to develop a series of Professional Development cycles which will be conducted by various staff members throughout the school year. The cycles are designed to inform and strengthen teacher practice. The topics include, but are not limited to:

1. Differentiation
2. Lesson Planning
3. Class Management
4. Higher-Order Questioning for Teachers and Students
5. Supporting ENLs in Our Classroom
6. Co-Planning
7. Regents Data Analysis
8. Using Technology in Education
9. Vocabulary PD
10. Small Group Intervisitations
11. Culturally Relevant Pedagogy
12. Effective Text Coding (annotation)
13. Teaching struggling readers

Other next-steps include:

1. Examine Regents passage rates per grade level, ENL, SPED, teacher and per attendance, instead of just overall subject
2. Use Homework Cafe and/or 8th period as a study hall
3. Have College Block (morning advisory period) teachers review progress reports with students more often
4. Use data in class to track performance more often and have students write a reflection about their work
5. Use team time to review progress reports and check in on goals
6. More translated materials for ENL students
7. Work with Attendance Team to create ways to improve attendance

Teachers and staff will reconvene the week before school starts for the 2018 - 2019 season to review and refine goals and next-steps.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the school year, the Parent Coordinator will conduct a series of workshops for family members that will give them greater access to the school’s resources, and provide them with pertinent information on how they can track their child’s progress.

- Conduct training on Skedula/Pupil Path (internal student tracking and grading system used by the school) to learn how to access from home their child’s grades, attendance and behavior records.
- Provide families new to the school with important information and a support system.
- Provide communications in languages representative of our school community.
- Keep parents informed of their child's academic progress and development beyond parent-teacher conferences and report cards.

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.
1) Renew our Read 180 Licenses for 9, 10 and 11th grade students to support Literacy Plan

2) 400 hour of per session for model teacher and peer collaborative coaches to plan professional development for teachers.

3) Coordinate trips for students to visit local courtrooms, watch debates, panel discussions to view how

4) this argumentative skills is applied in real world situation.

5) Parent Coordinator will facilitate meetings with parents after school and weekends to inform parents of this and other school wide goals and initiatives along with strategies for supporting their children at home. Hence we'll pay for permits, food, transportation and incentives for parents.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>X</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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**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 November 30, 2017 50% of students will demonstrate mastery of skill as measured by math interim assessment.

By January 31, 2018 50% of students will demonstrate mastery as skill as measured by science interim assessment.

By February 28, 2018 50% of students will demonstrate mastery of skill as measured by science interim assessment.

By November 30, 2018 50% of students will demonstrate mastery of a skill as measured by a science, math, ELA and social studies interim assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Interim Assessments created by department and grade teams.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Strengths

● According to the 2016-17 School Survey, 98% of students and 84% of teachers indicated that they felt safe in the school

● According to the 2016-17 School Quality Guide, all stakeholders in our school have a high level of trust amongst each other

Needs

● In 2016-2017 school year, we saw an increase in Level 4 and 5 Incidents (48) as measured by the DOE Online Occurrence Reporting System, as compared to the 2015-2016 school year (42 incidents)

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will decrease level 3 (44 to 40) and level 4 (37 to 33) infractions by 10% of student behavioral infractions, as measured by O.O.R.S. (Online Occurrence Reporting System data 2017-18). We will secure partnerships with organizations that will provide our students and families with conflict resolution strategies and advice on the appropriate use of social media.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the year, our Wellness Coach, Assistant Principal for Special Education and Support staff will receive training in Restorative Approaches from members of the Anti Defamation League.</td>
<td>Students</td>
<td>August 2018 to June 2019</td>
<td>Wellness Coach, Assistant Principal, School Aides, Paraprofessional</td>
</tr>
<tr>
<td>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.</td>
<td>Students, Teachers</td>
<td>August 2018 to June 2019</td>
<td>Wellness Coach, Assistant Principal, Wellness Coach</td>
</tr>
<tr>
<td>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)</td>
<td>All students</td>
<td>August 2018 to June 2019</td>
<td>Wellness Coach</td>
</tr>
<tr>
<td>Throughout the school year, the Special Education Coordinator will work with ALL teachers to ensure that relevant Behavior Intervention Plans are created, evaluated and tracked for I.E.P students who demonstrate behavioral issues.</td>
<td>All IEP Students</td>
<td>August 2018 to June 2019</td>
<td>Sped Coordinator, All teachers</td>
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<td>Throughout the school year, the Parent Coordinator, through workshops will:</td>
<td>Parents</td>
<td>September 2018 to June 2019</td>
<td>Parent Coordinator</td>
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<td>- Provide new families to the school with important information and a support system.</td>
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<td>- Provide communications in languages representative of our school community.</td>
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<td>- Keep parents informed of their child’s academic progress and development beyond parent-teacher conferences and report cards.</td>
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<td>- Recruit parent leaders from diverse social, economic, and cultural backgrounds.</td>
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</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Throughout the school year, the Parent Coordinator, through workshops will:

- Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child’s grades, attendance and behavior record from home.
- Provide new families to the school with important information and a support system.
- Provide communications in languages representative of our school community.
- Keep parents informed of their child’s academic progress and development beyond parent-teacher conferences and report cards.
- Recruit parent leaders from diverse social, economic, and cultural backgrounds, and encourage them to become--and remain engaged as--active members of the Validus community. This includes joining the Parents Association and the School Leadership team, and participating in our major annual events such as Culture Day and Day of Giving Thanks (Thanksgiving feast)
- Identify local community organizations that can assist parents in supplemental and after-school activities.
  o [Other parent initiatives are outlined above in Goal 5 of Part 3a]

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 --- |

400 Hours of Per-session/Per Diem for AP, Special Ed Coordinator and Wellness Coach to plan PD and informational session for teachers and students

Allotment to pay for permits, food, transportation and stipend for parent leaders.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>Tax Levy</th>
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</table>

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 2019, we will see a 5% decrease in levels 3 & 4 incidents.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Quantitative and qualitative analysis reports from the O.S.Y.D Portal.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - As measured by the June 2017, Measure of Leadership Practice Validus received a "Well Developed" rating for Teacher Teams (4.2). This is an improvement over the "Proficient" rating on the 2014-15 Quality Review.
   - According to the School Survey, 86% of teachers in this school share/discuss students work with other teachers. In addition 90% of teachers claim their professional development experiences this year included opportunities to work productively with colleagues.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - It is necessary to have teachers more engaged in improving their practice through structured PD opportunities—in and outside Validus—and participating fully in department and grade team inquiry work and lesson study activities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

**SMART GOAL**

**Specific** - To increase overall credit accumulation in all subjects and across all cohorts

**Measurable** - Credit accumulation rates will increase by 5 percentage points, from 70.03% to 75.03%

**Achievable** - Teachers will be actively engaged in the work of teacher teams and lesson study, attending off-site professional development and inter-school visitations

**Relevant** - Teachers will turn-key their learning back to colleagues and monitor credit accumulation for each cohort throughout the year

**Time-Bound** - Credit accumulation will increase by 5 percentage points, year over year, by June 2019
### Part 3a – 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:

- Evidence-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).

### 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?

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The above goal will be achieved through teachers being actively engaged in inquiry teams, lesson-study sessions, off-site professional development seminars, and internal and external school visitations. This is all part of developing a viable Professional Learning Community, where teachers routinely collaborate and share information on student performance, best practices, strategies, and industry trends—all focused on achieving positive student outcomes.

#### Cycle 1 (October 15 & 22):

- New Teacher Intro (Ware/Brist)- 2 people
- Class Management (Prentice / McKoy/TBD)
- Supporting ELLs in Our Classroom (Bell)
- buildOn (Jon) - 2 people

#### Cycle 2 (October 29 & November 5):

- Lesson Planning / CFUs (Lidj/ Ware/ Brist/ Murphy)
- Differentiation (Butler)
- Effective Text Coding (Murphy)
- Student-Centered Classrooms (McKoy/TBD)
- Providing Student Feedback (Sherman)
- Yoga/Mindfulness in Class (Kennedy)

#### Cycle 3 (November 12 & 19):

- Co-planning (C Lewis)
- Sign up with co-teacher!
- Small Group Intervisitations (Brist) (3 people)
- Stations (Ware)
- Essential Questions (Sherman)
- buildOn (Jon)
- Excel PD (EOC)

#### Cycle 4 (December 10 & 17):

- Vocabulary PD (Brist)
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<td>Providing Student Feedback (Sherman)</td>
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<td>Small Group Intervisitations (Brist) (3 people max)</td>
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<td>buildOn (Jon)</td>
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Grade and Department Teams will use common planning time to create marking period projects, which will include diagnostic and interim assessments to track students progress towards meeting school wide goal of Regents score for core content areas increasing by 10 percentage points, year-over-year.

Teachers will attend off-site PDs and visit other schools offered through the Bronx Field Support Center. Those teachers will turn-key their learnings to other teachers.
The observation cycle will be used to provide feedback to teachers around component 4e along with specific recommendations for improvement.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>August 2018 to June 2019</th>
<th>Administrators</th>
</tr>
</thead>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the school year, the Parent Coordinator, through workshops will:

Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child's grades, attendance and behavior record from home.

Provide new families to the school with important information and a support system.

Provide communications in languages representative of our school community.

Keep parents informed of their child's academic progress and development beyond parent-teacher conferences and report cards.

Recruit parent leaders from diverse social, economic, and cultural backgrounds.

Identify local community organizations that can assist parents in supplemental and after-school activities.

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--

200 hours of Per session for coaches to plan professional development for teachers

100 hours of Per session for teacher coverage

5 Department Chairs, 1 Model teacher and 2 Peer Collaborative Teacher will each attend at least one ASCD Conference during the course of the year

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

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 2019, we will see a 2.5% increase in credit accumulation as compared to January 2018.
<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Accumulation Report from STARS</td>
<td></td>
</tr>
</tbody>
</table>

| Part 5c. | In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strengths

- As evidenced by the 2016-2017 Measure of Leadership Practice, the building leader was rated “Highly Effective”

As evidenced by the 2016-2017 School Quality Guide, all constituents indicated that they have high levels of trust with the building leader

Needs

- In the 2016-2017 Quality Review, the school was rated "Developing" in indicators of Pedagogy and Assessments

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART GOAL</td>
</tr>
</tbody>
</table>

Specific - School leaders will ensure that to pedagogues improve one performance level in Danielson components 3b - Question and Discussion

Measurable - Teachers will improve one performance level in Danielson component 3b

Achievable - 80% of teachers will achieve this goal

Relevant - Teachers will receive formal and informal feedback on how to engage students through question and discussion techniques. They will then integrate suggested strategies into their lesson and unit plans, and in designing their curriculum

Time - 80% of teachers will achieve this goal by June 2019
### Part 3a – 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:

- Evidence-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).

### 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?

<table>
<thead>
<tr>
<th>During our June 2018 retreat, the team included into next year's PD cycle a session on student-led discussion techniques.</th>
<th>Teachers</th>
<th>October 2018 to June 2019</th>
<th>Teacher Leaders, PD Team, Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Those teachers who attend the cycle, and who follow up with a visit to the host-teacher's classroom, will be encouraged to share what they observed, and to include the positive attributes of that observation into their lesson plans.</td>
<td>Teachers</td>
<td>August 2018 to June 2019</td>
<td>Teacher Coaches</td>
</tr>
<tr>
<td>- The visiting and host teachers will hold a debriefing session where they will compare notes, and exchange ideas and best practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Coaches** will provide monthly professional development to teachers on embedding T.A.P strategies into their daily lessons, arrange interclass visits among teachers for them to see best practices of TAP strategies. TAP stands for: Text Coding (annotation), Asking and Answering Higher Order Questions and Peer-to-Peer discussions. Examples of Strategies:

### How Students Learn
Specific Instructional Strategies

<table>
<thead>
<tr>
<th>T</th>
<th>Using a whole class text and expert text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text-coding (annotation)</td>
<td>Jigsaw</td>
</tr>
<tr>
<td></td>
<td>Role-Plays (different text for each role)</td>
</tr>
<tr>
<td></td>
<td>Final Word</td>
</tr>
<tr>
<td></td>
<td>Text-Based Seminar</td>
</tr>
<tr>
<td></td>
<td>Anchor Charts</td>
</tr>
<tr>
<td></td>
<td>Annotate (either on text or Post-its)</td>
</tr>
<tr>
<td></td>
<td>Grapple-Level Reading/Text</td>
</tr>
<tr>
<td>2018-19 CEP</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>

### Asking and Answering Higher Order Thinking Questions
- Symbols across content
- Other____________________

### WH
- Whip-Around
- Socratic Seminar
- Admit and Exit Tickets
- K-W-L Charts
- One minute papers/stop and jot
- Student-generated questions
- Debates
- Use CFU portion to assess CFU
- Other____________________

### WH
- White board/Paper to hold up
- Think-Pair-Share
- Discussion appointments
- Final Word
- Socratic Seminar
- Checklist of questions to ask
- Student answers redirected to another student to add on/agree/disagree
- “Prove it Mentality”
- Debates
- Other____________________

---

School leaders conduct classroom walk-throughs to norm "look fors" of TAP, and evidence of learning construction of claims and counterclaims. Teachers receive clear actionable feedback from school leaders on how they can improve their practice related to TAP.

Throughout the school year, the Parent Coordinator, through workshops will:

- Provide new families to the school with important information and a support system
- Provide communications in languages representative of our school community

<table>
<thead>
<tr>
<th>Teachers</th>
<th>August 2018 to June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>August 2018 to June 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
</table>
Keep parents informed of their child’s academic progress and development beyond parent-teacher conferences and report cards

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Throughout the school year, the Parent Coordinator, through workshops will:

Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child's grades, attendance and behavior record from home.

Provide new families to the school with important information and a support system.

Provide communications in languages representative of our school community.

Keep parents informed of their child’s academic progress and development beyond parent-teacher conferences and report cards.

Recruit parent leaders from diverse social, economic, and cultural backgrounds.

Identify local community organizations that can assist parents in supplemental and after-school activities.

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 funding:

400 hours of Per Session for coaches to plan professional development activities for teachers.

Pay teacher coverage for inter-class visits and to attend off-site PD.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | C4E | | 21st Century Grant | | SIG | | 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 2018, 40% teachers will be rated "Effective" in component 3b on the Danielson rubric.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance Data System

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>● As evidenced by the NYC School Survey, 81% of Validus parents responded positively in the category of Strong Family-Community Ties.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>● As evidence by the 2016-2017 NYC School Survey, 42% of Validus parents took the survey compared to 51% citywide.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will have increased the rate of parents taking the NYC School Survey from 42% to 50%, year-over-year. This will be achieved through various modes of communication, designed to assess and subsequently fulfill the needs of parents throughout the year.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>

During our Open School night in September parents in attendance complete a needs assessment survey on activities and workshop the school should offer to support them in helping their children. This data was analyzed and workshops/trainings were created accordingly.

**Throughout the school year, the Parent Coordinator, through workshops will:**

- Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child's grades, attendance and behavior record from home.
- Provide new families to the school with important information and a support system.
- Provide communications in languages representative of our school community.
- Keep parents informed of their child's academic progress and development beyond parent-teacher conferences and report cards.
- Recruit parent leaders from diverse social, economic, and cultural backgrounds.
- Identify local community organizations that can assist parents in supplemental and after-school activities

**ENL teacher will provide TESOL classes for parents who need it.**

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Throughout the school year, the Parent Coordinator, through workshops will:
Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child's grades, attendance and behavior record from home.

Provide new families to the school with important information and a support system.

Provide communications in languages representative of our school community.

Keep parents informed of their child’s academic progress and development beyond parent-teacher conferences and report cards.

Recruit parent leaders from diverse social, economic, and cultural backgrounds.

Identify local community organizations that can assist parents in supplemental and after-school activities.

**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 -

  Allotment to pay for permits, food, transportation and stipend for parent leaders.

  100 hours of Per Session for ENL teacher

  Purchase materials for TESOL classes

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**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 2019, we will have conducted at least 50% of the workshops or activities requested by parents.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Workshops conducted, agenda, sign-in sheets, feedback from parents.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Repeat reading, interactive writing, etc.

### Type of Academic Intervention Service (AIS)

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Read 180 diagnostic for 9th grade students, Interim/Final Assessments, Regents exams, Credit Accumulation Report, Report Cards</td>
<td>Summer Bridge Program for 9th grade students, Enrichment Classes, After-school Credit Recovery, Saturday Regents Prep</td>
<td>Small groups during the tutoring pathway, After-school Saturdays</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Read 180 diagnostic for 9th grade students, Interim/Final Assessments, Regents exams</td>
<td>Summer Bridge Program for 9th grade students, Enrichment Classes, Afterschool Credit Recovery</td>
<td>Small groups during the tutoring pathway, Afterschool Saturdays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Accumulation Report</td>
<td>Saturday Regents Prep</td>
<td>Enrichment Classes</td>
<td>Small groups</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Small groups</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Interim/Final Assessments</td>
<td>Enrichment Classes</td>
<td>Small groups</td>
<td>During the tutoring pathway</td>
</tr>
<tr>
<td></td>
<td>Regents exams</td>
<td>Afterschool Credit</td>
<td>Small groups</td>
<td>After-school</td>
</tr>
<tr>
<td></td>
<td>Credit Accumulation Report</td>
<td>Recovery</td>
<td></td>
<td>Saturdays</td>
</tr>
<tr>
<td></td>
<td>Report Cards</td>
<td>Saturday Regents Prep</td>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Interim/Final Assessments</td>
<td>Enrichment Classes</td>
<td>Small groups</td>
<td>During the tutoring pathway</td>
</tr>
<tr>
<td></td>
<td>Regents exams</td>
<td>Afterschool Credit</td>
<td>Small groups</td>
<td>After-school</td>
</tr>
<tr>
<td></td>
<td>Credit Accumulation Report</td>
<td>Recovery</td>
<td></td>
<td>Saturdays</td>
</tr>
<tr>
<td></td>
<td>Report Cards</td>
<td>Saturday Regents Prep</td>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>At-risk services</strong></td>
<td>Based on attendance,</td>
<td>Group or individual</td>
<td>As need and</td>
<td>During the school day</td>
</tr>
<tr>
<td></td>
<td>incidents, GPA, socio-</td>
<td>counseling provided</td>
<td>recommended by SIT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emotional needs</td>
<td>by guidance counselor and/or social worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
### Table 3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section 8: 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(s) where the response can be found.
- 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 Model and Peer Collaborative coaches work 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. Their is a department chair for each content area who facilitate the bi-weekly grade and department meetings. Our model teacher coordinates inter visitations among teachers and her class serves as a model for teachers to visit to see exemplary pedagogy in action. All teachers are engage in lesson study and are encouraged to attend off-site professional development offered by the Bronx Field Center, ASCD or other professional organization. All teachers teach subjects in their content certify areas.

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).

Validus Professional Development Cycle, 2018 - 2019

Our Professional Development Cycles are designed to foster what we refer to at Validus as the 3Cs -- Communication, Collaboration, and Culture. While all three components are equally important, the first two serve as the anchors for our Monday PD cycles. They are designed expose all staff members to either new pedagogical strategies, and/or existing practices that will be useful for instruction. Every teacher has the opportunity to present. They will lead a small group of teachers, each of whom has selected a particular topic he or she would like to learn more about. The objective is to spread knowledge across the organization, activate it, and improve student outcomes as a result.

Here are the topics to be covered this year. The schedule is subject to change:

1. Differentiation (Butler) 2
2. Lesson Planning / CFUs (Ware/CPAs) 4
3. Class Management (Prentice/Mckoy/TBD) 2
4. Higher-Order Questioning for Teachers and Students. (Cyrus) 2
5. buildOn / Service Learning (Jon) (8)
6. Supporting ELLs in Our Classroom (Bell) 2
7. Co-Planning (C. Lewis) 2
8. Regents Data Analysis (Puris) 2
9. Using Technology in Education (L. Lewis/Gardner)
10. Vocabulary PD (Brist) 1
11. Small Group Intervisitations (Brist) 2
12. New Teacher Intro (Ware/Prentice) 1
13. Culturally Relevant Pedagogy (L. Lewis) 1
14. Effective Text Coding (Murphy) 2
15. Stations (Ware) 2
16. Excel PD (EOC) 2
17. Teaching struggling readers (Lowenstein) 2
18. Houchman (Lidj)

Added PD Cycles

- Student Centered Classrooms- McKoy 2
- Providing Student Feedback- Sherman
- Essential Questions- Sherman
- Restorative Justice Articles (TBD)
- Teaching Math and Science for Non Math-Science teachers (TBD)
- Getting to know your coworkers- Cyrus
- Skedula/castle learning- Prentice (1)
- Mental Health PD- Hines and Brito (have them in charge of full staff PD)

Don't change things last minute

Full Staff PD

- Full Staff Mediated Training for mediation
- Full Staff Public Relations
- Full Staff Sensitivity Training
- Child Abuse Prevention and Reporting it
- Suicide Prevention and Awareness
- Rec Letters PD- Perez
- Community Building- Rosado

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 2015-2016 regents data, school created assessment data and student work products. They then used this information to create 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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>297,441.00</td>
<td>X</td>
</tr>
</tbody>
</table>

Column A
Verify with an (X)

Column B
Section Reference(s)
4a, 4b
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Involvement Policy (Plan)</strong></td>
</tr>
<tr>
<td>October 22, 2017</td>
</tr>
</tbody>
</table>

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)
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/Title1PACBylawsTemplate_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, 2016 2017
   - By June 2017, as a college level skill, 85% of students will be able to write a claim and counter-claim.
   - By June 2017, we will see a 10% decrease of I.E.P students being suspended.
   - By June 2017, we will see a 5% increase in overall credit accumulation as demonstrated by teachers being actively engaged in the work of teacher teams and lesson study, attending off site professional development and inter-school visitations, and turn-keying learnings back to colleagues.
   - By June 2017, all teachers will receive 4 "not for stake" written feedback using the T.A.P (Text Coding, Answering Higher Order Questions and Peer-to-peer Discussion) Strategies Rubric which will result in 80% of teachers being rated "Effective" in component 1e on the Danielson rubric.
   - By June 2017, we will increase the rate of parents taking the NYC School Survey from 15 to 25%

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 24

   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, 2016

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

ii. Provide parents with school calendar of events

6. Parent Appreciation Night (Goal 5)

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 Skedula to track student attendance patterns and academic performance

2. Read 180 - 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, Guidance Counselor presiding

1. Evening event

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

8. January 2017

i. Regents Dos and Don’ts

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

ii. Is Your Child on Target for Graduation?

iii. How to read your transcript

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
   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
   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?

ii. Late...Very Late... College Applications. Can I Still Apply?
   • May

i. Summer School

ii. August Regents

iii. August Graduation
13. June
i. PAC reelection

ii. Prepare for new school year, 2017–2018

iii. Year-End Events

---

Support for Parents and Family Members of Title I Students

I. 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, 2016

i. Invitations to parents

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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

ii. Provide parents with school calendar of events

**Parental Involvement and School Quality**

Throughout the school year, the Parent Coordinator, through workshops will:

- Conduct training on Skedula/Pupil Path (internal system used by the school) to learn how to access their child's grades, attendance and behavior record from home.

- Provide new families to the school with important information and a support system.

- Provide communications in languages representative of our school community.

- Keep parents informed of their child's academic progress and development beyond parent-teacher conferences and report cards.

- Recruit parent leaders from diverse social, economic, and cultural backgrounds.

- Identify local community organizations that can assist parents in supplemental and after-school activities

**Encouraging School-Level Parental Involvement**

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)

   1. Childcare supported by student or staff (purchase supplies, metro cards) After day one.

   2. Explanation of mission, vision, roles and responsibilities


   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
### School-Parent Compact (SPC)

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
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4. A Nominating Committee for PAC Officers will be formed
   1. Officers elected in November
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MISSING

### I. School Responsibilities: High Quality Curriculum

**Planned activities**

### I. School Responsibilities: Supporting Home-School Relationships

#### 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)

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iii. How to read your transcript

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<td>i. PAC re-election</td>
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<td>ii. Prepare for new school year, 2017–2018</td>
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<td>iii. Year-End Events</td>
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3. School Leadership Team – monthly meetings (members only)

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• May

i. Summer School

ii. August Regents

iii. August Graduation

13. June

i. PAC reelection

ii. Prepare for new school year, 2017–2018

iii. Year-End Events

---

I. School Responsibilities: Providing Parents Reasonable Access to Staff

i. Event – College Scholarships, Guidance Counselor presiding

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

8. January 2017

i. Regents Dos and Don’ts

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

ii. Is Your Child on Target for Graduation?
iii. How to read your transcript

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ii. August Regents

iii. August Graduation

13. June

i. PAC reelection

ii. Prepare for new school year, 2018–2019

iii. Year-End Events

---

I. School Responsibilities: Providing General Support to Parents
ii. Event – College Scholarships, Guidance Counselor presiding

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

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<tr>
<th>Student Responsibilities</th>
<th>Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhere to VPA student contract.</td>
<td>Attend events offered by school and VPA Parent Contract.</td>
</tr>
</tbody>
</table>

**II. Parent/Guardian Responsibilities**

- Attend events offered by school and VPA Parent Contract.

**III. Student Responsibilities**

- Adhere to VPA student contract.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [x] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
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: _____

Validus Preparatory Academy (VPA) has 90 English as a New Language (ENL) students. We offer a free-standing ENL program for students whose first language is anything other than English.

Supplemental programs are offered to all ELLs of any grade and level of ability.

Subgroups by grade and ability level:

<table>
<thead>
<tr>
<th>Gr</th>
<th>EN</th>
<th>EM</th>
<th>TR</th>
<th>EX</th>
<th>COM</th>
<th>Total</th>
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<td>4</td>
<td>11</td>
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<td>40</td>
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<td>1</td>
<td>8</td>
<td>12</td>
<td>2</td>
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<td>11</td>
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<td>7</td>
<td>2</td>
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<td>5</td>
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<td>12</td>
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<tr>
<td>Total</td>
<td>3</td>
<td>7</td>
<td>28</td>
<td>41</td>
<td>11</td>
<td>90</td>
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</table>

PM School - PM School (After school Enrichment) is held on site every Wednesday and Thursday from between 3:00PM to 5:00PM. Students are either enrolled in Course Offering or Credit Recovery. Course offering is a class given so students can take a class they have never sat for before and students will receive a grade for their work. Credit Recovery is an opportunity for students to retake a class they have failed an additional time.

PM school is offered in both the fall and spring semester. It goes from Wednesday, September 20th, 2017 to Thursday, January 11th, 2018. It then resumes on Wednesday, January 31st, 2018 and lasts until Wednesday, May 30th, 2018. The language of instruction is in English with supports in Spanish from Mr. Bell. The program used to provide the curriculum (Common Core aligned) is called Apex Learning. Unfortunately, Apex Learning only offers its courses in English. However, according to our contact at Apex Learning, they will be adding course materials in over 10 languages by the summer of 2018 with the exception of ELA coursework.

Teaching staff who work PM school that work with ELLs (all levels): 1 ENL teacher, 3 ELA teachers, 1 History teacher (US and global), 1 Math teacher (algebra & geometry), and 1 science teacher (Living Environment). ELLs of all levels are enrolled in these courses.

Attendance records for PM school is collected by Mr. Castillo, a paraprofessional who works at VPA. Parental permission slips are stored in the main office.

Saturday School - The Saturday school ENL program helps students with low-levels of English and are often at either the entering or emerging level. They are exposed to a variety of activities through direct instruction. In addition, Rosetta Stone accounts are given to students to help them acquire language via the four modalities (Listening, Speaking, Reading, and Writing). These ELLs have often been here in the United States for 2 years or less and...
**Part B: Direct Instruction Supplemental Program Information**

offers Regents Prep. All students (ELLs and non-ELLs) who have sat and failed Regents exams are required to attend. There are also students that are slotted to take these exams that can come voluntarily. ELLs are in all of these courses.

Saturday school is offered during both the fall and spring semester from 9AM until 12 noon. It begins on Saturday, November 4th, 2017 and ends on Saturday, January 20th, 2018. Saturday school resumes on Saturday, April 14th, 2018 and ends Saturday, June 9th, 2018. The language of instruction is in English, although secondary language supports are given for ELLs in all course work save for the ELA Regents prep class. Lots of supports are given for Spanish speaking ELLs in the ENL course.

Teaching staff who work Saturday School at work with ELLs (all levels): 1 ENL teacher, 3 ELA teachers, 2 History teachers (US and Global), 3 Math teachers (Algebra and Geometry), and 1 science teacher (Living Environment).

Attendance records for Saturday School are kept by Mr. Gueye, a paraprofessional who works at VPA. Parental permission slips are stored in the main office.

**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:

At Validus Preparatory Academy (VPA), professional development is held in house every Monday (for a total of 34 sessions) after school for 75 minutes. Professional Developments ensure that teachers further their careers by keeping their skills current. All our PDs are aligned with the Danielson Framework for Teaching. Additionally, teachers of ELLs go to a series of professional development seminars that are led by NYC DOE trainers from the Bronx. The ENL teacher subsequently turnkeys the materials and pedagogical practices to other VPA staff members because all teachers are teachers of ELLs. This ensures that all of our ELLs are offered well-rounded instructional practices at all times.

Our school has PD cycles offered by leadership committee of teachers that work at Validus Preparatory Academy. These teachers meet regularly to plan PD, and they represent several departments at VPA. In addition, there are PD series that are hosted by the Bronx Field Support Center. ICT training has also been held to focus on various co-teaching pairings; overcoming potential obstacles; and successful integration methodologies. This PD is led by Hana Mosa, ASE. Topics to be covered in PD include, but are not limited to, the following: grouping schemes; differentiation strategies; scaffolding/sentence starters; incorporating physical involvement with language; how to maintain a low-stress environment in classrooms; and the use of high skills/low skills peer pairing.

Professional Development has also been provided to teachers who utilize the Read180 program, the Math180 program, the ten teachers who teach PM school (3 to 5 PM on Wednesday and Thursday), Castle Learning (entire teaching staff), and Skedula (entire staff). All programs have a person of contact to field questions and provide additional client service. Particular Group of Focus:
**Part B: Direct Instruction Supplemental Program Information**

The incoming freshman class of 2017 contain students who have tested at the following levels (according to 2017 data): 5 commanding, 17 expanding, 11 transitioning, 4 emerging, and 3 entering. This indicates that the lower 40% of students will be needing linguistic building blocks to help them navigate their coursework as it is presented in English. These are the students that would benefit most from teaching strategies that are turn-keyed in PDs and via email correspondence.

**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: _____

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### Part C: Professional Development

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

### 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: 

There has been research linking the degree of parental involvement in their children’s education to student educational success. Aside from the four parent-teacher conferences held each school year, Validus Preparatory Academy strives to supplement parental involvement by inviting parents to take part in the same Saturday Academy activities as the ELL students. Aforementioned Parent Teacher conferences have Spanish/English translators to work with the large Spanish-speaking at VPA. Saturday sessions take place on Saturdays from 9AM to 12 noon on the VPA campus. Activities include workshops on how to help children with their homework, how to obtain citizenship, and school family nights. These sessions are led by a combination of teachers, guidance counselor, administrators, college counselor and administrative staff in both English and Spanish.

Attendance records for the aforementioned activities is taken by Mr. Gueye, a paraprofessional who works at VPA.

All communications with parents are in both English and Spanish, be it verbally through a phone call or through written communication. Activities and outings are planned with the four language modalities in mind: reading and listening (receptive) as well as speaking and writing (productive). Additionally, pronunciation is a focal point as are literacy strategies. Parents are notified of these opportunities both directly (phone calls and letters home) and indirectly (postings on school website and social media notices). Parents of ELLs are invited to come to the outing, which take place on Saturdays, via Validus’s Saturday Academy. Parents can monitor their child’s APEX activities via parental login and password system. APEX will be translated into ten or more languages by the summer of 2017.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td>$7,420</td>
<td>Teacher Per Session</td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>$2,473</td>
<td>Supplies</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$2473</td>
<td>Education Software for translation devices</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$12,366</strong></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>263</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Christopher Hibbert</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Eugene Figueroa</td>
</tr>
<tr>
<td>Coach</td>
<td>Tara Ware</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>Lidj Lewis</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>John Bell</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Keisha Morris</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Corey Murphy/Global Studies</td>
</tr>
<tr>
<td>Parent</td>
<td>Nijaa Wright</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Patience Onyegwara/Science</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Iraida Rosado</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Keisha Morris</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Alcoff</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Sabrina Cruz</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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]</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
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<td>K</td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) 
  - Yes □ No ×
  - If yes, indicate language(s):
- Dual language program (DL) 
  - Yes □ No ×
  - If yes, indicate language(s):
- Freestanding ENL 
  - Yes □ No □

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We use the data from 2017 NYSESLAT, NYSITELL, and Spanish Lab assessments which helps us determine students listening, speaking, reading, and writing capabilities. This information helps with instructional planning and to determine literacy levels. We also use this data to create students’ programs as to adhere to the required minutes based on NYSITELL/NYSESLAT scores in the beginning of the Fall semester and again at the beginning of the Spring semester. Additionally, interim assessments are given periodically throughout the year to determine if students are able to write a claim, counterclaim, and analyze evidence. These assessments are developed by the teachers in each department at Validus Preparatory Academy.

2. What structures do you have in place to support this effort?
The articles that students read are offered in multiple languages. Also, glossaries are provided for the more difficult or subject-specific vocabulary words that appear in the included articles. In addition, for Regents bearing classes, bilingual glossaries that are provided by the state are given to ELLs for classwork and exams. Within the classroom setting, ELLs are paired with non-ELL students in their core classes who share a common first language. As such, the ELL students have access to linguistic support as they engage with the material in the classroom.

With regards to the assessments, the results are reviewed during both grade team meetings (9th, 10th, and upper academy) and at department meetings (ELA, History, Math, and Science), teachers within said meetings design curriculum specific lessons that adhere to the common core standards and the content-based standards. These meetings happen twice a week, either during 4th period (when the students have their lunch) or after school (Tuesdays until 3:55pm). These lessons are "workshopped" by one of the three teacher coaches and given actionable feedback for further steps.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Students take initial assessments at the beginning of the school year in multiple subject areas (ELA, History, Science, and Math) that serve as a diagnostic exam. This is to see what they know, what they struggle with, and what they need to learn. This assessment is designed by the respective departments at Validus.

The NYSESLAT results are also used to identify progress and areas of need. For example, for ELL students who receive low scores on the reading and/or sections of the NYSESLAT, they are enrolled in an elective course for credit called Read 180. Read 180 is a learning intervention program that builds students' reading comprehension, academic vocabulary, and writing skills. The program assesses student reading levels (lexile levels) and then provides customized instruction that give ELLs opportunities to practice new reading strategies through writing activities.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Students with composite NYSESLAT scores that fall in the Entering and Emerging range are placed into the stand-alone ENL course for additional practice in reading, writing, speaking, and listening.

Using Title III funding obtained, the ENL teacher was hired to work with ELL students after school in the after school enrichment program that is offered Wednesdays and Thursdays after school from 3pm to 5pm at Validus over the course of Fall and Spring semesters. Students are enrolled in courses to recuperate credits or as a course offering. The ENL teacher pushes in various classrooms working with students enrolled in ELA, Algebra, Government, US History, etc. This Title III funding is also used to secure additional licenses from Apex Learning so ELLs have the opportunity to catch up on their credits.

5. How does your school use 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.]

All teachers at Validus Preparatory Academy have access to SESIS and pedagogues are encouraged to read through their students' IEPs to get a better sense of the most effective strategies in which individual ELLs with disabilities learn.

If the student has yet to be identified as having a learning disability, we try to look at what the problem is and determine if it is a language difficulty or, in fact, a learning disability. We present this information with supporting materials to parents/guardians in an effort to obtain an evaluation (which can be provided in a student's first language) to determine if there is a learning difference. If there is, teachers can come up with a differentiation plan in order to get said students to succeed.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

The assessments used are the NYSESLAT scores and other Regents exams. For students who either need to pass the Regents or achieve a college ready score (that number varies based on subject of the Regents exam), students are placed in a semester long review/prep course for credit to raise their score for the upcoming Regents exam. These courses are only offered to students who have either yet to pass the Regents or attain a college ready score.
For the Algebra Regents exam, there is a positive correlation between NYSESLAT proficiency level and Regents score. That is to say that the more proficient an ELL is in the English language, the higher the Algebra score. There is an especially strong correlation between reading competency and Algebra score. When ELLs pass the Regents with a 65 or higher (55 if they have an IEP), they are programmed for Geometry unless they have yet to pass multiple semesters of Algebra.

The following is a breakdown of ELLs who have completed the Algebra Regents exam over the five delineated categories. There are some ELLs who appear in multiple categories (i.e., newcomer SpEd ELLs, etc.) and some ELLs do not appear because they have yet to take the Algebra Regents:

Newcomers: (3 of 8 have passed Algebra Regents)
Developing: (3 of 10 have passed Algebra Regents)
Long-term: (14 of 30 have passed Algebra Regents)
ELLs with Disabilities: (9 of 19 have passed Algebra Regents)
Former ELLs: (3 of 6 have passed Algebra Regents)

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We use both Skedula (a program which tracks all of our students’ Regents grades) and data given from New York State about recent Regents results that can be found in ATS.

As a result of the large population of ELLs who have not passed the Algebra Regents, there have been a lot of adjustments to scheduling. For example, the ENL teacher pushes into the After School Enrichment program after school twice a week for two hours each (3PM to 5PM). The majority of ELL students are enrolled in Math and English courses, so the ENL teacher roves between those designated classrooms during the aforementioned time period. Additionally, as the majority of our ELL population (87.9%) identifies as having Spanish as their home language, Spanish-speaking ELLs who need to pass the Algebra Regents have the option of taking the Saturday Regents prep course in Spanish as one of the three Algebra teachers is fluent in Spanish. If these Spanish-speaking ELLs would rather take the Algebra prep course in English, that is entirely up to them.

Part IV: ELL Programming

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.

   There is a stand-alone class that is heterogeneous in terms of both grade and ability level. The class is 50 minutes long and it meets five times a week. Within the class, students are grouped according to their ability level in such a way that all proficiency levels are meeting the mandated ENL minutes of instruction. Due to our seniors being the expanding/commanding students we had to place them in the standalone elective course in order to service/program them for their entitled minutes. In addition, there are ELA sections in 9th and 10th grades that are reserved for ELL students. Also, in global history, living environment, earth science, and chemistry there is a teacher present 5 days a week who is a certified ENL instructor.

   Students do not travel in "blocks" and are ungraded as some students enroll in the 9th grade with high school credits. Additionally, students transfer into Validus in the middle of their high school career and may have never been exposed to certain classes depending from where they transferred. Student transcripts are thoroughly reviewed to meet graduation requirements.
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)?

Before each school year, the programmer is given a result of the NYSESLAT scores using the RLAT in ATS for all ELLs (including Commanding ELLs) and the required weekly minutes for each ELL classification. The student is then programmed with courses in which there is an ELL certified content teacher or push-in teacher to satisfy the mandatory time requirement.

On Thursday, October 5th, 2017, the school programmer and ENL teacher at Validus went to a training entitled "Programming High School ENL Services" at the Bronx FSC to review student programming as it pertains to STARS. Using a spreadsheet generated by the trainer, one pedagogue identified certain class sections as being integrated ENL, and the other ensured that the minute requirements were met.

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

In our Freestanding ENL program, core content is taught in English with Spanish as native language support for our Spanish speakers and stand-alone ENL being the two exceptions (Spanish is used in varying degrees according to proficiency levels and years of service). In courses where Spanish is not used as a language of instruction, glossaries are provided in Spanish, French, and Arabic along with bilingual dictionaries. iPads with the Google Translate application are also available for students during the school day. Also, content specific glossary books are available in history, science, and math in all classrooms.

Teachers use New York State standards in Science and Social Studies. For Math and ELA, the common core learning standards are implemented. Teachers create curriculum maps and unit plans to adhere to grade specific guidelines. Teachers have common planning time in which the ENL teacher can review the lesson plans of the content area teachers and provide linguistic supports within the lesson and in the classroom. Content is accessible by all students via previous co-planning and the creation of supports that allow students of all linguistic capabilities to access the material.

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

The ENL teacher is fluent and literate in the Spanish language and ELA teachers generally accept work to be written in Spanish provided the student is either entering or emerging. With regards to other subject areas, work submitted in Spanish is accepted in Regents bearing courses as the knowledge of content is what is being evaluated regardless of language used. Additionally, state exams are provided in home languages along with the English language version, allowing students to complete the version of which they feel most comfortable.

5. 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

A) SIFE students are generally paired with students who speak a common language. This is to provide support for students who are new to the school, but also to help SIFE students who are low in literacy. In addition, SIFE students are recommended to take Read180 so they can build their literacy towards becoming at grade level in reading and writing.

B) Newcomer ELLs are automatically enrolled into the Stand-Alone class and are partnered with an ELL student who has scored as Commanding or Expanding on the most recent NYSESLAT exam. Handouts are given to these students in both English and Spanish.
their primary language so students can refer to the same document in multiple languages. Students also have access to sentence starters and a glossary for any writing assignment where students are tasked with writing extended responses in English. These students also have the option to sign an iPad contract. In doing so, students gain access to software that has both written and oral translation capabilities.

C) Developing students are given the same materials as newcomer ELLs. In some cases where students have demonstrated independence from linguistic supports, certain supports are no longer provided so students can continue to improve their abilities in English.

D) Long-term ELLs often have issues with reading. As such, many have been enrolled in our Read180 program, which is a half-year course dedicated to developing student reading skills and introducing reading strategies depending on the task.

E) Former ELLs are placed in the ELL-specific ELA section so they can have access to differentiated instruction and materials should they need it. Additionally, these students might be receiving instruction in an integrated-ENL co-taught class in either history or science.

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?

The ENL teacher pushes into the 9th grade ELA self-contained class, the 10th grade ELA ICT class, and the 9th grade ELL class (which contains SpEd ELLs) four times a week each week. Additionally, the ENL teacher pushes into the Geometry section that contains ELLs and SpEd ELLs three times a week. In two of the Living Environment sections and one of the Earth Science sections, there is an instructor who is certified in both Special Education and English as a New Language. In addition, one of the Global History classes has the special education teacher working with SWDs and SpEd ELLs.

SpEd ELLs have what are called tiered outcomes. According to their tier placement in a given core class, what is expected of them is varied. Student tier is determined in part by what is stated in their IEP and also by the progress that they’re making in any given unit. If students are struggling in grasping a certain concept (establishing claims, analyzing textual evidence, synthesizing data, etc.), they are placed in a tier that grants them additional support and more direct instruction with a pedagogue within the classroom. Supports can range from a note sheet that is partially filled in because certain students have delays in writing down information. By doing this, students are continuing to practice listening/reading within the classroom and are allowed to focus on the more essential information. In order for peer to peer interaction to take place, which is important in the development of oral proficiency, students are given sentence starters so they can properly engage in classroom discussion. Additionally, small groups are formed with the idea that authentic speech can take place for ELLs who have speech impediments or anxiety when it comes to addressing the entire class.

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?

All ELL-SWDs have an ENL instructor in their ELA class. Additionally, one of the science teachers at Validus is also certified in teaching special education and the teaching of English to speakers of other languages. As such, the students have a teacher who not only is very familiar with their IEPs, but can assess their linguistic deficits during instruction. This teacher also pushes into ICT classrooms that have both general education students and students with IEPs.

The students who are in the 9th grade self-contained class received specified instruction based on their understanding of a concept (as determined by formative assessment). It is called tiered grouping, which takes into account information from their learning disability and linguistic deficiency. All other ELL-SWDs not enrolled in 9th grade courses are in an ICT setting, which is less restrictive but differentiated in such a way that they receive linguistic supports. For example, they are given a sentence starter so they can access a coherent written response or provided with transition words/phrases to have ideas flow cohesively. Each student’s IEP goals are reviewed regularly by the special education team at Validus.

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.

For students that have failed core classes or are missing credits, Validus students are required to attend either PM school and/or summer school to recuperate these credits. For PM school, the ENL teacher who is also fluent in Spanish is employed to
give access ELL students who are struggling to understand the content of the Apex Learning program and need help. The ENL teacher focuses on entering, emerging, and some transitioning students. As such, the coursework is offered in English with Spanish support where necessary (with the exception of the Spanish class). Courses are offered in Living Environment, Earth Science, English 9-12, Global History, US History, Spanish, Robotics, Algebra, and Geometry.

For students who are planning to take a Regents examination for the first time or have failed an exam in the past, there is Saturday Regents review that is taught from 9AM to 12 noon the nine Saturdays leading up to the Regents exam week (in both semesters). These courses are taught entirely in English with the exception of Algebra. One section is taught in English and the other is taught in Spanish as one of the math teachers at Validus is fluent in Spanish. Students who consistently attend Saturday school have a 90% passage rate on the Regents exam for which they prepare.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Our school restructured its instructional goal for the 2017-2018 school year by building onto what was established last year. Last year, the goal was intentionally lofty as 100% of the students were to be able to write a claim and counterclaim as it is a college-level skill. We fell short. 75% were able write a claim and 60% of students were able to write a counterclaim. Now, the goal is for 85% of students to be able to write a claim, a counterclaim, and to be able to analyze relevant evidence to support their claim. This will be measured periodically (between marking periods) in ELA, social studies, science, and math courses by having the students complete interim assessments.

Homework Cafe is being introduced to Validus this year. It will be led by 8 senior scholars who are in great academic standing and supervised by one pedagogue and two paraprofessionals. It will meet from 2:45pm to 4:00pm after school on Mondays, Tuesdays, and Thursdays. It is a calm and peaceful atmosphere where students can focus and get their work done.

10. If you had a bilingual program, what was the reason you closed it?
Not applicable.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All school programs are sent home to students and are given a hard copy in school in both English and Spanish. This includes all field trips, after school clubs, and volunteer organizations that have partnerships with Validus Preparatory Academy. This includes the student council. Additionally, all orientation sessions (for parents and students) are given in both English and Spanish as there are many members on the school administrative team that are multilingual.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have a wide variety of resources at their disposal at Validus Preparatory Academy. Every classroom is equipped with Spanish / English dictionaries and some also have English to Arabic and English to French. Additionally, all science and history classrooms have subject-specific English to Spanish (and vice versa) glossaries with terms in history and the sciences. Additionally, iPads are distributed to ELL students that allow them to use the translation applications to aid them with reading and writing texts. There is also a feature that allows students to talk into the iPad in their first language and it will translate the phrase into English. It also pronounces words and texts for students so they know how they words sound when pronounced.

With regards to technology, most of the classrooms at Validus Preparatory Academy are equipped with working SMART boards and some have Elmo document readers to project images. This helps with ELLs who are visual and need to see how to annotate and decode a text. The SMART boards are equipped with speakers which allow for audio output. This helps with pronunciation, intonation, and listening skills. Videos are also used in classrooms to supplement instruction. Many of these videos have closed captioning so students can see how the words that they are hearing are spelled.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language support is provided to students in many ways. First of all, all typed handouts are translated into home languages and distributed with the English version so students have access to both at any given time. For classes where the
content is not the English language itself, students are allowed to write in the language they feel most comfortable to them. This is done because home language has no bearing on many of the Regents bound courses. Many teachers at Validus are fluent in Spanish, which is by far the most common home language (aside from English) of the student body.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. Each year, the programming coordinator looks over a long list of data before coming up with the schedule for the fall semester. This data includes NYSESLAT scores from the previous school year, which determines the weekly number of minutes ELLs need to be serviced. The student’s graduation requirements are reviewed so it can be determined how the student can receive their ENL time requirement from the certified ENL teachers. Another factor that comes into play is what the IEP calls for the ELLs who pop up in the SESIS database. This may alter their schedule somewhat depending on what the IEP stipulates.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? The main resource that is shared between the three schools at the Bathgate Campus that has an effect on the ELL students would be the library. It is the only space in which the three days of Listening, Reading, and Writing portions of the NYSESLAT can take place where all ELLs can be tested without interruption. As such, the administration of the three schools need to plan together to determine what days have the access to the library in the timeframe.

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).

Each newly enrolled ELL is given an orientation by the parent coordinator and other administrative assistants, all of whom are fluent in both Spanish and English. Students are asked to bring transcripts and other documentation from the schooling they received in their home countries to determine an appropriate course schedule and to make a determination as to how many credits they have. This is done by the guidance counselor with the help of the college counselor (who knows Spanish) so he can translate the transcript. In nearly all cases, the student is promptly introduced to the ENL teacher as they need to be assessed for English language ability. Newly-arrived students are paired with another student who is bilingual and has a generally favorable reputation for being a responsible and helpful student.

Additionally, buildOn, a volunteer organization that partners with Validus Preparatory Academy, often looks for Spanish speaking members to reach out to new students as they acclimate to life in a new school setting.

17. What language electives are offered to ELLs?

There are four different levels of Spanish that are offered to ELLs, including AP Spanish.

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 time (simultaneous)?

Not applicable.
have access to resources and ways they can differentiate instruction for ELLs. Additionally, teachers with ENL specialization often go to NYC DOE led training sessions that have a focus. For example, teachers have gone to NYSESLAT administration PDs, how to support ELLs through the college process, differentiation in ELL instruction, ELL techniques and strategies, etc. All teachers are encouraged to go to at least 2 PD sessions per year outside of the ones offered at the school itself.

Non-pedagogic staff also attend professional development meetings. Administrators, paraprofessionals, and administrative staff, and guidance counselors attend sessions that focus on anti-bullying, proper internet usage, restorative approaches to discipline, school safety and school safety protocols.

List of Topics to be offered in Professional Development cycle:
- Classroom Management (both APs and Dean - 10/16/2017 & 10/23/2017, 2/5/2018 & 2/12/2018)
- Lesson Planning (Spanish Teacher and Model Teacher (Science) for some, Another Model Teacher (Social Studies), ENL Teacher, and Global History for others - 10/16/2017 & 10/23/2017, 10/30/2017 & 11/6/2017, 12/11/2017 & 12/18/2017)
- Supporting ELLs in the Classroom (ENL Teacher - 10/16/2017 & 10/23/2017, 2/5/2018 & 2/12/2018)
- BuildOn (community service) - (BuildOn Coordinators - available for all PD cycles)
- Student-Centered Classrooms (Model Teacher (Science) - 2/5/2018 & 2/12/2018)
- Differentiation (Model Teacher (English) - 10/30/2017 & 11/6/2017, 3/5/2018 & 3/12/2018)
- Student Engagement (Model Teacher (Social Studies) - 4/9/2018 & 4/16/2018)
- Primary Source Documents (Global History Teacher - 10/30/2017 & 11/6/2017, 4/9/2018 & 4/16/2018)
- Everything Danielson - (Special Ed History Teacher - 4/23/2018 & 4/30/2018)

Records of professional development participants is kept track of by the model teacher, Ms. Ware. She has teachers sign up for the PD cycles and keeps the sign up sheets for accountability.

2. 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.

Attendance is taken at the beginning of PD meetings and teachers need to sign off next to their name. The model teacher records what teachers attend the PD offerings on a running Google document, which are all led by teachers at Validus. Examples of PD sessions include classroom management, developing effective higher order thinking questions, incorporating learning within the community, differentiating lesson plans for ELLs and SWDs, how to use online teaching resources, etc. The entire list can be found below:

List of Topics to be offered in Professional Development cycle:
- Classroom Management (both APs and Dean - 10/16/2017 & 10/23/2017, 2/5/2018 & 2/12/2018)
- Lesson Planning (Spanish Teacher and Model Teacher (Science) for some, Another Model Teacher (Social Studies), ENL Teacher, and Global History for others - 10/16/2017 & 10/23/2017, 10/30/2017 & 11/6/2017, 12/11/2017 & 12/18/2017)
- Supporting ELLs in the Classroom (ENL Teacher - 10/16/2017 & 10/23/2017, 2/5/2018 & 2/12/2018)
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- Student Engagement (Model Teacher (Social Studies) - 4/9/2018 & 4/16/2018)
- Primary Source Documents (Global History Teacher - 10/30/2017 & 11/6/2017, 4/9/2018 & 4/16/2018)
- Everything Danielson - (Special Ed History Teacher - 4/23/2018 & 4/30/2018)

Additionally, administration ensures that teachers acquire the information necessary to learn ELL-specific teaching strategies. Teachers are sent to professional learning opportunities offered by the Bronx Field Support Center to supplement what is offered in our in-house PD sessions.

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?

The parental coordinator at our school doubles as the point person for Language Translation and Interpretation. When students go through their intake upon enrolling at Validus or transferring into Validus, all parents are asked for their home languages and what language they prefer to have used when contacted at home via phone or by mail. Parents are made aware of the resources available to them when it comes to testing their children when they are initially matriculated. If an instance occurs in which a language in need is not represented by any of the school staff, there is a phone number which can be used to attain interpretation services to meet that student’s needs.

One-on-one meetings with parents are scheduled during parent engagement time after school on Tuesdays from 3:15pm to 3:55pm. The ENL teacher meets with parents to schedule appointments to provide them with feedback. Also, parents have access to PupilPath that they can access via computer or through a smart phone. Parents can monitor and check their child’s progress with grades, attendance, and behavior.

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

In the past, ELL parents have participated in the Cultural Day that has taken place the past three school years. ELL parents have also served as chaperones at school trips as well as on the SLT (School Leadership Team) meetings that take place monthly. At this meeting, there is a school-provided translator present to accommodate the Spanish speaking parents of the school. Additionally, there are Parent Association meetings that take place once a month and there is a translator for the Spanish speaking parents who are present.

The college and career counselor at our school has an orientation on a Saturday morning for parents who have children that are about to start the college process. He encourages the parents of students to attend this meeting because they need to be aware of what is expected of the students during the process and what information the parents need to provide so the FAFSA can be filled out properly.
Ms. Rosado is the designated Language Translation and Interpretation coordinator at Validus Preparatory Academy. Whenever a translator is needed for a teacher to call a parent or for parent teacher conferences, Ms. Rosado facilitates that process and makes the call logs. Aside from that, there are several members on the school staff that are fluent in Spanish, including teachers, paraprofessionals, administrators, and members of the administrative staff. Apart from that, there is one teacher who is fluent in German and Latvian and one teacher who knows French.

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Christopher Hibbert, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtain final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

### School Name: **Validus Preparatory 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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Hibbert</td>
<td>Principal</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Eugene Figueroa</td>
<td>Assistant Principal</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Iraida Rosado</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>John Bell</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Nijaa Wright</td>
<td>Parent</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Patience Onyegwara</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Corey Murphy</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Tara Ware</td>
<td>Coach</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Lidj Lewis</td>
<td>Coach</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Keisha Morris</td>
<td>School Counselor</td>
<td></td>
<td>06/28/2018</td>
</tr>
<tr>
<td>Michael Alcoff</td>
<td>Superintendent</td>
<td></td>
<td>awaiting</td>
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<tr>
<td>Sabrina Cruz</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>awaiting</td>
</tr>
<tr>
<td></td>
<td>Sabrina Cruz</td>
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</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iraida</td>
<td>Rosado</td>
<td>Parent Coordinator</td>
<td>TBD</td>
<td>Yes</td>
</tr>
<tr>
<td>John</td>
<td>Bell</td>
<td>ENL Teacher</td>
<td>Yes (11/8/2018)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Validus Preparatory Academy reviews 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 their preferred language. When we call a parent at home, we work with each family 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 (Blue Card), and Skedula (a student data maintenance service). Incoming 9th grade student information is maintained on a Google excel document, which contains parents’ language(s), student’s name, cohort, 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. She and other members of the administrative staff work closely with the ENL Coordinator to facilitate further communication with the pedagogical staff.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>6</td>
<td>0.89</td>
<td>6</td>
<td>0.89</td>
</tr>
<tr>
<td>Akan</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>0.45</td>
<td>3</td>
<td>0.45</td>
</tr>
<tr>
<td>Mandinka (aka Mandingo)</td>
<td>1</td>
<td>0.15</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>Moldavian</td>
<td>1</td>
<td>0.15</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>0.15</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>Spanish</td>
<td>383</td>
<td>56.82</td>
<td>378</td>
<td>56.25</td>
</tr>
<tr>
<td>Soninke</td>
<td>263</td>
<td>39.02</td>
<td>265</td>
<td>39.43</td>
</tr>
<tr>
<td>Wolof</td>
<td>9</td>
<td>1.34</td>
<td>9</td>
<td>1.34</td>
</tr>
<tr>
<td>(data as of 9/12/2018)</td>
<td>2</td>
<td>0.3</td>
<td>2</td>
<td>0.3</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly newsletter</td>
<td>once a month</td>
<td>by staff (a week prior)</td>
</tr>
<tr>
<td>Handbook</td>
<td>once a year</td>
<td>by staff (updates done over the summer)</td>
</tr>
<tr>
<td>After school program information</td>
<td>three or four times a year</td>
<td>by staff (a week prior - to include changes in dates and additional changes)</td>
</tr>
<tr>
<td>Exam notifications</td>
<td>three or four times a year</td>
<td>by staff (three to four weeks prior)</td>
</tr>
<tr>
<td>Announcements and emails</td>
<td>a dozen a month</td>
<td>by staff (simultaneously)</td>
</tr>
<tr>
<td>Parent teacher conference information</td>
<td>Four times a year</td>
<td>by staff (three to four weeks prior)</td>
</tr>
<tr>
<td>Phone call reminders</td>
<td>Daily</td>
<td>autodial system (automatically generated)</td>
</tr>
<tr>
<td>ENL Continued Service letters</td>
<td>Once a year</td>
<td>Provided by NYC Department of Education via Intranet</td>
</tr>
<tr>
<td>I.E.P.s</td>
<td>Whenever it is necessary</td>
<td>Using The Big Word (due to sheer volume)</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Orientation for all parents</td>
<td>once a year</td>
<td>Using multilingual staff and through the U.N. style translation devices</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>four times a year</td>
<td>Using multilingual staff and through the U.N. style translation devices</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>once a month</td>
<td>Using multilingual staff</td>
</tr>
<tr>
<td>Parent phone calls</td>
<td>weekly</td>
<td>Using multilingual staff and through over-the-phone interpretation services</td>
</tr>
<tr>
<td>I.E.P. Meetings</td>
<td>very frequently</td>
<td>Using multilingual staff and through over-the-phone interpretation services</td>
</tr>
<tr>
<td>Junior / Senior Brunch</td>
<td>three or four times a year</td>
<td>Using multilingual staff and through the U.N. style translation devices</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We have numerous multilingual staff members, but in the case where a preferred language is not spoken by a staff member who is neither present nor available, the go-to resource is Language Line at 1-800-231-0288. Staff members have been distributed the desk aid resource with the District Borough Code (DBN) of 099263 filled in.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our staff does not rely on students to provide interpretation services to their parents. We have multilingual staff on hand to communicate with parents both orally and in written form. In the case where staff cannot provide ample translation services, the Language Line (1-800-231-0288) is used to facilitate communication.

The Language Access Coordinator and Parent Coordinator, Ms. Rosado, maintains an aesthetically-pleasing display in the school’s Welcome Center offering Parent Guides to Language Access. The ENL teacher, Mr. Bell, is in the process
of designing a School Staff Language Survey to be distributed to all staff members. The aim of this survey is to
determine what languages are known by other staff members and proficiency in both fluency and literacy.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive
information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The school works diligently 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. Additionally,
we have a Welcome Poster displayed in the school's Main Office.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the
language services they receive. How has your school implemented the feedback to improve language services?

We will conduct a parent survey in order to gather feedback from parents to improve and monitor our language and
interpretation services. When feedback is received, modifications will be put into place to best suit the needs of our
diverse linguistic backgrounds.