



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : IT TAKES A VILLAGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K563

PRINCIPAL: MARINA VINITSKAYA **EMAIL:** MVINITS@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Vinitskaya, Marina	*Principal	
Ruchanskaya, Sima	*UFT Chapter Leader or Designee	
Douglas, Heron James	*PA/PTA President	
Raymond, Debra	DC 37 Representative	
Williams, Raphael Wright, Doreen	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Wheeler, Marvin	Parent / Vice – President	
Pereira, Natalie	Parent/ Secretary	
Gales, Edward	Parent	
Lloyd Thompson	Parent	
Reyes, Conrad	Teacher	
Catlyn, Leslie	Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 20 % of English Language Learners (ELLS) will increase their levels of proficiency in English to a higher level based on variety of assessments including NYSESLAT, Achieve 3000 Lexis scores, and writing samples.

Comprehensive needs assessment

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

After conducting a four-year trend analysis of student enrollment and performance data on state assessments, it was determined that many more ELLs with the interrupted formal education(SIFE) have been enrolled in school. As a result, we have made progress for our the ELL subgroup a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.*
- *Target Population(s): Teachers servicing ELLs*
- *Responsible Staff Members: Principal, Assistant Principal, ESL teachers (internal and external, including support from Network Curriculum Specialists), Data Specialist and Classroom Teachers.*
- *Implementation Timeline: September 2012 through May 2013*

Activity #2

- *Creation of a Data Folders: Data Folders will be created so that instructional teacher teams will be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs who are at risk students. Activities I include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes. ,*
- *Target Population(s): Teams of Teachers working with ELLs, and former ELLs.*
- *Responsible Staff Members: Assistant Principal, Data Specialist. Academy Leaders, Classroom Teachers.*

- *Implementation Timeline: September 2012-June 2013*

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Data for ELLs will be compared to the All Students Subgroup and will be used to plan differentiated activities for all students.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction is needed.*
-

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - A Parent Coordinator and Guidance Counselors serve as a liaison between the school and families. They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
 - ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
 - ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
 - The school will host the required Annual Title I Parent Meeting on or before October 31 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
 - ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
 - ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.
-

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA, ESL and SWD teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors will be assigned to support struggling and un-qualified teachers.*
 -

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *The school has established an afterschool and morning program and Saturday program that focuses on improving the oral , written and academic language skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades*
 - *All ELLs will participate in one of the literacy-based programs that have been established as part of the overall instructional program.*
 -

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I; Title III; Title III; Tax Levy; Century 21 Grant, SIFE Grant if the school receives the grant.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Century 21, SIFE Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (4 days per week) Century 21, SIFE, (Title I)*
- *Supplemental instructional materials to support ESL, LE. Math, and Social Studies curriculum development for students during Saturday school (Title I, Title III, SIFE)*
- *Four Teacher per session (Saturday School) for four hours each for 30 weeks September 2011-June 2012.*
- *Supervisor per session (Saturday School) Century 21, SIFE ,Title I.*
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ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 65 % of ITAVA students will meet standard level work as evidenced by a variety of measures including, course grades, students portfolios Regents Examination in Social Studies Regents examinations, unit tests, mid-terms and finals, and scholarship reports. Students will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at 65 and higher on the US History and Global Studies Regents examinations.

Comprehensive needs assessment

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

After conducting a four-year trend analysis of student performance data on Social Studies State assessment (Regents examination)s, it was determined that all student groups need to increase performance on the Social Studies state assessments.. As a result, we have made progress in this subject area a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1: All Social Studies teachers and the leadership team have been engaged in monthly reviewing of data from formal and informal sources. All teachers will be engaged in reviewing and monitoring students' goals lesson plans, and units of studies.

Activity# 2: Since September 19, 2012, all Social Studies teachers have been provided with professional development on best teaching practices by AUSSIEs consultants. AUSSIEs consultants come to school every Monday and work with teachers.

Steps for Including teachers in the decision-making process

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Data for all Students Subgroup will be used to plan differentiated activities for all students.*
- *Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction is needed.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- A Parent Coordinator and Social Studies teachers serve as a liaison between the school and families to inform parents about State assessments.
- They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.

- ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.

- ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.

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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Social Studies teachers.*
 - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Mentors will be assigned to support struggling and un-qualified teachers.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - *The school has established a Saturday program that focuses on improving the written and oral language abilities in Social Studies, academic language in Social Studies that at-risk students will need in order to ensure improve their a successful transition to the New York City school.*
 - *All at risk students will participate in one of the literacy-based programs that have been established as part of the overall instructional program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I; Title III; Title III; Tax Levy; Century 21 Grant, SIFE Grant if the school receives the grant.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Century 21, SIFE Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- *Supplemental consumable instructional materials for use during Saturday school, extended day and week programs.(Title I, Title III,SIFE, Century 21)*
- *Teacher per session (4 days per week) for morning and after school programs and differentiated professional development. (Title I, SIFE Title III)*
- *September 2012-June 2013.*
- *Teacher per session (Saturday School), one Social Studies teacher, four hours per day for 30 weeks September 2012-June 2013.*
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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, develop and increase parental support and participation in ITAVA. Improve parental engagement by 10% as evidenced by logs, attendance sheets and participation in Saturday Academy.

Comprehensive needs assessment

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

After conducting a four-year trend analysis of parental participation data, it was determined that although parents showed increase in taking part in school activities, research shows that positive parental support influences students academics and attendance that is why we have made parental participation involvement a priority goal for the school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Professional Development: PD will be given on the following topics: how to make parents understand Interim and state assessments to monitor students academics, and revise curriculum; how to help students to focus on home assignments and project, use ARIS and Skedula*
- *Target Population(s): ITAVA parents*
- *Responsible Staff Members: Principal, Assistant Principal,, parent coordinator, teachers .*
- *Implementation Timeline: September 2012 through May 2013*

Steps for Including teachers in the decision-making process

- *Parents and Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Staff determined that a 5% increase in parents' participation would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *The school has established a Saturday program that focuses on improving the written and oral language abilities, emergent literacy skills that students parents of ELLs will need in order to learn the language. .*

- *All parents will participate in computer literacy classes*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - A Parent Coordinator and Guidance Counselors serve as a liaison between the school and families. They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
 - ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
 - ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
 - The school will host the required Annual Title I Parent Meeting on or before October 31 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
 - ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
 - ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Century 21, SIFE Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:
 - *Supervisor per session (4 days per week) Century 21, SIFE, (Title I)*
 - *Supplemental instructional materials to support ESL and computer science curriculum development for parents during Saturday school (Title I, Title III, SIFE)*

- *Two Teacher per session (Saturday School) for one hour each for 18 weeks September 2012-June 2013.*
- *Supervisor per session (Saturday School) Century 21, SIFE ,Title I.*
-

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	33	20	20	15	5	3	3
10	42	46	40	46	30	6	3	4
11	35	40	45	59	45	7	6	3
12	40	42	40	40	45	7	5	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA: Ramp Up, Wilson program; one –to –one tutorials, small group instruction; after school program; Saturday Academy; Achieve 3000</p>	<p>Ramp Up, Wilson Program – during the day and on Saturdays Literacy for ELLs – Title III and SIFE programs. Century 21, Title III funds allocated to ITAVA will be used to provide supplementary services to the at risk low performing monolingual students, ELLs, SIFE ELLs and long-term ELLs. The program will consist of the after school tutoring in Math, English, Science and Social Studies. Tutoring will also take place on Saturdays. The classes will be taught by a licensed ESL and ELA, or subject area teachers using ESL methodology.</p>
<p>Mathematics Destination Math; Apangea Learning, Study Island; one –to –one tutorials, small group instruction; after school program; Saturday Academy</p>	<p>Apangea Learning, Study Island ; Destination Math, SIFE Saturday Academy; Title III after school for ELLs; after school tutorials Century 21, Title III and SIFE funds allocated to ITAVA will be used to provide supplementary services to the at - risk ELLs, SIFE ELLs and long-term ELLs. The program will consist of the after school tutoring in Math, English, Science and Social Studies. Tutoring will also take place on Saturdays. The classes will be taught by a licensed ESL or subject area teachers using ESL methodology.</p>
<p>Science One –to –one tutorials, small group instruction; morning tutorials; after school program; Saturday Academy</p>	<p>Morning SIFE tutorials, Saturday Academy; Study Island; Century 21 and Title III funds allocated to ITAVA will be used to provide supplementary services to the at- risk ELLs, SIFE ELLs and long-term ELLs. The program will consist of the after school tutoring in Math, English, Science and Social Studies. Tutoring will also take place on Saturdays. The classes will be taught by a licensed ESL or subject area teachers using ESL methodology</p>
<p>Social Studies One –to –one tutorials, small group instruction; after school program; Saturday Academy</p>	<p>Morning SIFE tutorials, Saturday Academy; Study Island; Century 21 and Title III funds allocated to ITAVA will be used to provide supplementary services to the at- risk ELLs, SIFE ELLs and long-term ELLs. The program will consist of the after school tutoring in Math, English, Science and Social Studies. Tutoring will also take place on Saturdays. The classes will be taught by a licensed ESL or subject area teachers using ESL methodology</p>

At-risk Services provided by the Guidance Counselor	Counseling during the day and after school, Saturday program: small group counseling and one – to –one sessions
At-risk Services provided by the School Psychologist	During the day as one – to - one sessions
At-risk Services provided by the Social Worker	Counseling during the day : small group counseling and one – to –one sessions
At-risk Health-related Services	One-to-one sessions

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN #605	District 18	Borough Brooklyn	School Number 563
School Name It Takes A Village Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Marina Vinitskaya	Assistant Principal Anthony Veneziano
Coach NA	Coach NA
ESL Teacher Sima Ruchanskaya/Natie Comeau	Guidance Counselor D Goodridge/ S. Petit
Teacher/Subject Area Conrad Reyes LE/ESL	Parent Ms. MacFarline
Teacher/Subject Area Gerald Beaubrun Math	Parent Coordinator Deborah Raymond
Related Service Provider n/a	Other type here
Network Leader Wendy Karp	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	389	Total Number of ELLs	122	ELLs as share of total student population (%)	31.36%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The first step for the initial identification of those students who may possibly be English Language Learners (ELLs) begins at the time of enrollment. The ESL support specialist, a licensed ESL teacher, Ms. Ruchanskaya meets with the parents to make an initial determination of the child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter.

If the student's home language is only English, the student is not an English Language Learner and enters a general education program. If the home language is other than English or the student's native language is other than English, an informal student interview is conducted in both English and the child's native language to determine language dominance.

The ESL support specialist conducts all informal interviews in English. Translators assist the support specialist in conducting informal interviews in languages such as French, Haitian Creole, Arabic, Bengali, Fulani, and Spanish. If the student does not speak any language other than English, the student is not LEP. If the student speaks a language other than English and speaks little or no English, a licensed ESL teacher administers the initial formal assessment LAB-R, within ten days of enrollment, to establish the students' English proficiency level.

Students who score proficient on the LAB-R enter a general education program. Students who score at beginning, intermediate, or advanced levels are identified as Limited English Proficient (LEP) and eligible to receive English language development support services. Students who speak Spanish at home and score below proficiency levels on the LAB-R are administered a Spanish LAB-R to determine language dominance. Entitlement Letters are sent home to parents of newly arrived ELLs to the NYC school system.

The NYSESLAT is administered annually to all LEP students in grades 9- 12. Each student's performance on this test is the basis for determining whether the student continues to be LEP. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues administer the NYSESLAT.

To ensure that parents understand all three program choices available for ELLs, a parent orientation is held within ten days of students' enrollment. Parents are invited, via letters, to attend a parent orientation. The principal, assistant principal, ESL support specialists, and the parent coordinator discuss the methods and purpose of each program. Translators are made available during the meeting to provide support in the parents' native language.

Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a DVD which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The DVD is viewed in the parents' native language.

Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.

Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms. Also, parent one on one meetings are conducted at the registration as well.

ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. In September, Continued Entitlement Letters are given to the existing students in the program and are to be returned signed by the parents. Continued Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the school year.

Parent Survey and Program Selection Forms are completed at the parent orientation and at one-to-one meetings. All forms are collected and filed by the ESL support specialist.

Parent option is exercised for program placement. The ESL support specialist and the assistant principal, who supervises ESL, review the Program Selection Forms completed at the parent orientation. After careful analysis parent choices are honored and students are placed in a Freestanding English as a Second Language Program. Students whose parents request a Transitional Bilingual program are also placed in a Freestanding ESL program. The parent coordinator and the ESL support specialists inform parents of their right to transfer. Information and assistance is also made available.

After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend has been for the majority of parents to choose the Freestanding English as a Second Language Program. Last year 97% of parents opted for the Freestanding English as a Second Language Program, while 1% of the parent surveys reflected a choice for a Transitional Bilingual program 2% of the parent surveys reflect a choice for a Transitional Bilingual Program.

Each year, with careful analysis of Program Selection Forms, reorganization of programs and classes continues to align with the choices made by parents. At the parent orientation, parents are informed of program models and of their right to choose a program. In order to honor parent's choice program, we inform those who choose a transitional bilingual program parents of their right to transfer their child to another school in a district that does offer a bilingual class. Parents requesting a Transitional Bilingual Education Program are referred to our ESL support specialists or the parent coordinator to receive a list of schools which offer the program selected and for any further assistance.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained										23	39	29	31	122
Push-In														0
Total	0	0	0	0	0	0	0	0	0	23	39	29	31	122

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	120	Special Education	0
SIFE	98	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	100	78	0	20	20	0	2	2	0	122
Total	100	78	0	20	20	0	2	2	0	122

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	2	4	1	1	8
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	1	2	1	5
Haitian	0	0	0	0	0	0	0	0	0	15	14	17	11	57
French	0	0	0	0	0	0	0	0	0	3	19	9	16	47
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	1	1	1	1	4
TOTAL	0	22	39	30	31	122								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Free Standing English As A Second Language

Description

English as a second language program includes two models: Self contained and push-in. Students at the Beginner 540 and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Self contained classes are in grades kindergarten through grade

A. Programming and Scheduling Information

three. Students in these classes participate in ESL instruction through content and grade appropriate curriculum and State standard based literacy instruction that is modified through ESL techniques and methods. Students spend their instructional day with a certified ESL teacher who provides instruction in all curricular areas.

Students at the Beginner 540 and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advance proficiency level receive 180 minutes of ESL instruction provided by the ESL teacher and 180 minutes of English Language Arts instruction provided by the general education teacher. The ESL teacher works collaboratively with the classroom teacher on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies, in the second language. As in the self contained classes, instruction is differentiated and supported by ESL methods in accordance with City and State Performance Standards.

TAVA is a new small high school. Out of 389 students, 122 are ELLs. There is a strong need for the ESL staff development. In summer, most of the teachers were trained in QTEL strategies. The ESL teacher went through Building the Base and Social Studies QTEL training. Other teachers went through in house QTEL training. Twice a week all teachers at ITAVA meet for the 90 common preparation periods. The training for the 2011-12 is focused on the implementation of QTEL strategies, state standards, assessments for ELLs, ESL content area strategies, support for parents and guardians, graduation and college requirements, planning instruction for ELLs, scaffolding techniques for long-term and short term planning, analyzing Data in order to plan and improve school processes and student learning. Also, teachers are being supported by the AUSSIE consultants.

Professional development is key to the success of any academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. This is because all of our teachers receive interaction with the ELL/LEP student. All teachers of ELLs will participate in monthly staff development activities designed to improve their delivery of instruction. For those staff members who work with Title III programs, onsite Professional Development sessions will be offered on a regular basis. These sessions will reflect the goals of a particular school programs, and they are supplemental to the general school PD plan. The language of PDs is English. The PD sessions will cover but are not limited to the following list of topics:

- Teaching ESL
- Literacy Strategies
- Using Classroom Glossaries
- Differentiating Instruction
- Collaborative Teaching Techniques
- Scaffolding Language and Learning
- Content Area Assessment for ELLs

Professional development workshops will be developed by our Assistant Principle and ELL ISS Curriculum guides have been developed for every term in levels 1 through 10. The Title II workshops have been specifically designed for ESL, Subject Area and Bilingual teachers who will be involved in the Title III Program. The focus of these P/D sessions will be how to infuse content area vocabulary and instruction in to the ESL classes. Content area teachers will have the opportunity to learn how to integrate ESL methodology in to their classes. The professional development sessions will be held once a month on Fridays for two hours. Paste response to questions 1-3 here

Instructional Components

- Language Development activities that address the four language strands: reading, writing, speaking, and listening.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
- Teachers further develop the acquired vocabulary and content through student conferences.
- Extended use of scaffolding methods during components of the balanced literacy. Learners are supported through scaffolding of instruction that ensures that needed elements are in place before constructing meaning of the whole topic.

The Classroom Environment

The appearance of the environment in which ELLs receive their instruction is just as important as the lessons being taught. A positive, organized and risk-free environment promotes respect for the learners. It is a classroom that motivates the learner and enriches their knowledge about concepts, language development and ideas. Creating such an environment entails arranging a practical physical layout supplying diverse materials and supplies and encouraging students to have a sense of belonging, ownership and independence. The

A. Programming and Scheduling Information

physical appearance of the room should support comprehensible language to students whose native language is other than English. These include:

- A meeting area to promote whole class instruction.
- Children's work folders, located in a specific, neatly organized, visible area.
- Leveled classroom libraries with culturally relevant stories available for students' use.
- Print rich environment provided by explicit charts, student work and content area word walls
- Furniture arranged to allow group discussions, cooperative learning and visibility
- Print-rich environment.
- A flow of the day denoting the activities of the day.
- Vocabulary charts
- Charts which are specific to unit of study in literacy and other content areas.
- Word walls containing high frequency words, aided by visuals, as may be needed for ELLs at the Beginner and Intermediate and Proficiency levels.

Mandated Instructional Minutes

Our primary goal in supporting our English language learners is to ensure that we have highly qualified and certified ESL teachers. The administrative cabinet meets to discuss the NYSESLAT results and plan for the placement or movement of English Language Learners as needed. Students are placed in accordance with parent program selection and instructional periods needed.

The schedules for the ESL teachers who are pushing-in to general education classrooms is completed by a supervisor to ensure that students are being serviced in accordance with CR Part 154. Walkthroughs, formals and informal observations are ongoing throughout the school year in order to ensure that students are being provided with optimum instruction and language allocation. Students entering our school from other New York City schools are screened during registration in order to identify any language needs. Placement is done in accordance with the services the child requires.

Differentiating instruction for ELL Subgroups

Students with Interrupted Formal Education (SIFE)

SIFE students will be placed in an age appropriate grade. After orientation, parents will have the opportunity to meet the supervisor of that grade, and meet the ESL coordinator to discuss the educational plan for the student. The parent will be encouraged to participate in our Parenting Journey Program. This native language program supports and develops parent skills.

The goal is to provide our students with differentiated lessons that highlight student strengths to support areas of need. With this goal in mind, our SIFE population will receive the following support:

- Small group reading and writing instruction at the students' ability level.
- Participation in the Title III extended day program.
- Teachers will create and review their lessons with careful consideration to the SIFE student need and modify instruction where needed
- Teachers will provide individual and guided support in literacy and content areas.
- An ESL teacher will push-in to provide literacy assistance and language development support aimed specifically at working with students at their ability levels.

New Comers Less Than Three Years:

Students identified, through their home language survey, are eligible for testing and the administration of the LAB-R, within ten days of registering. In the case of students coming from other city schools, a verification of testing is done through ATS. Students categorized as Beginners or Intermediates are provided with 360 minutes of ESL instruction per week. Students who scored at the Advanced level of proficiency are provided with 180 minutes of ESL instruction. Support for these students is given in the following:

- Participation in Title III extended program.
- Achieve 3000, Study Island, Anpengea Learning/ Math in the classroom to provide ESL instruction in the classroom.
- Classroom libraries are leveled and contain varied genres.
- All ELLs are held to the Common Core State Standards.
- Instructional programs use materials that are aligned with the city and state standards.
- On-going assessment is provided to assure that students' achievement is periodically measured.

A. Programming and Scheduling Information

- Small groups and individualized instruction is based on assessments.

ELLs receiving service four to six years
and
Long Term English Language Learners:

The school's academic intervention team, ESL service providers and teachers will analyze students' NYSESLAT scores and other assessments to identify academic strengths and needs. Teachers will plan and modify instruction to best meet the needs of our Long Term English language Learners and students who are receiving services for four to six years.

Students who achieve language proficiency, based on the NYSESLAT, will continue to receive one year of related services with an AIS provider.

To meet the needs of our long term English language learners and ELLs receiving service four to six years, we propose the following:

- Analysis of the NYSESLAT, ELA and other assessments to monitor testing history and track progress.
- Attendance records are reviewed for interruption of instruction and services.
- Scores obtained from the citywide, state and other assessments are reviewed for patterns.
- Parent conferences are held several times a year to monitor home study and academic practices.
- Teacher assessments, conferences and writing samples are assessed to identify areas of strengths and needs.

Student support services for long term ELLs and ELLs receiving service four to six years is as follows:

- Pupil Personnel Team will meet to review and revise intervention plans as needed.
- Guidance counselors will serve as the case manager to disseminate the school's committee intervention plan to the teacher.
- Professional development will be provided for all teachers on modifying instruction and differentiating instruction to best support our Ells.
- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

English Language Learner With Special Needs:

We will have a Collaborative Team Teaching 9- 12 grade classes; a licensed ESL teacher will service the ELLs. The ESL teachers together with in the Special Education teachers will review the goals of each student as indicated on their individualized education plan.

Our teachers are working together with the AUSSIES staff developers in becoming familiar with the Reading and Writing Common Core Standards. Before beginning a unit of study, the teachers identify the key standards for the unit of study and plan for differentiated instruction and assessment of student work in relationship to the standards. Each grade created a supplemental lesson outline for each unit, which included the goals of the unit, the standards addressed within the unit, teaching points and support scaffolds for the ELL population. In addition, we developed a school-wide writing goal to increase writing volume and writing opportunities for students throughout the school day.

Our Inquiry Teams focused on higher order questioning and assessment activities. We decided to develop a higher order planning chart to assist teachers with scaffolding questions and assessment activities in all the content areas. This template is used school-wide. Teachers also developed a math plan with student support scaffold, which assist students during multi step problem solving. Resources and materials support our ELLs.. Classroom libraries are leveled appropriately and include a variety of reading genres. The push-in ESL teachers provide shared, guided and interactive lessons that support the skills and strategies addressed by the special education teacher. Our English language learners with special needs participate in our literacy through the arts program. This program allows for our English language learners to speak, listen, read and write through the arts. Students write and perform original plays and shows. This program in conjunction with their educational plan and an educational curriculum that is standard based, support all our students.

A. Programming and Scheduling Information

Teachers collaborated in identifying the learning outcomes for Science, Social Studies, Technology and the Arts and created rubric based assessments across all grades for each unit of study. Our curriculum is aligned to State standards. In addition to our standards based curriculum maps, we have created standards based rubric assessments in Writing, Science, Social Studies and Technology. These assessments are used within each unit of study. These rubric assessments are attached to completed student work; it is intended for students to use this tool to self assess their progress; reflect on their final work and for teachers to identify their areas of strength and areas in need of further practice.

The careful analysis of the students' needs is discussed in our PPT meetings. Our PPT team meets monthly to review the Phase 1 transitioning students and to assess the work of the additional ELL.s. The team creates action plans for these students. These plans last for 6-8 weeks, at which each child is reassessed. The team created tracking sheets containing achievement data and action plans. The information is shared with the classroom teachers to assist them in planning for instruction and to provide additional support.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

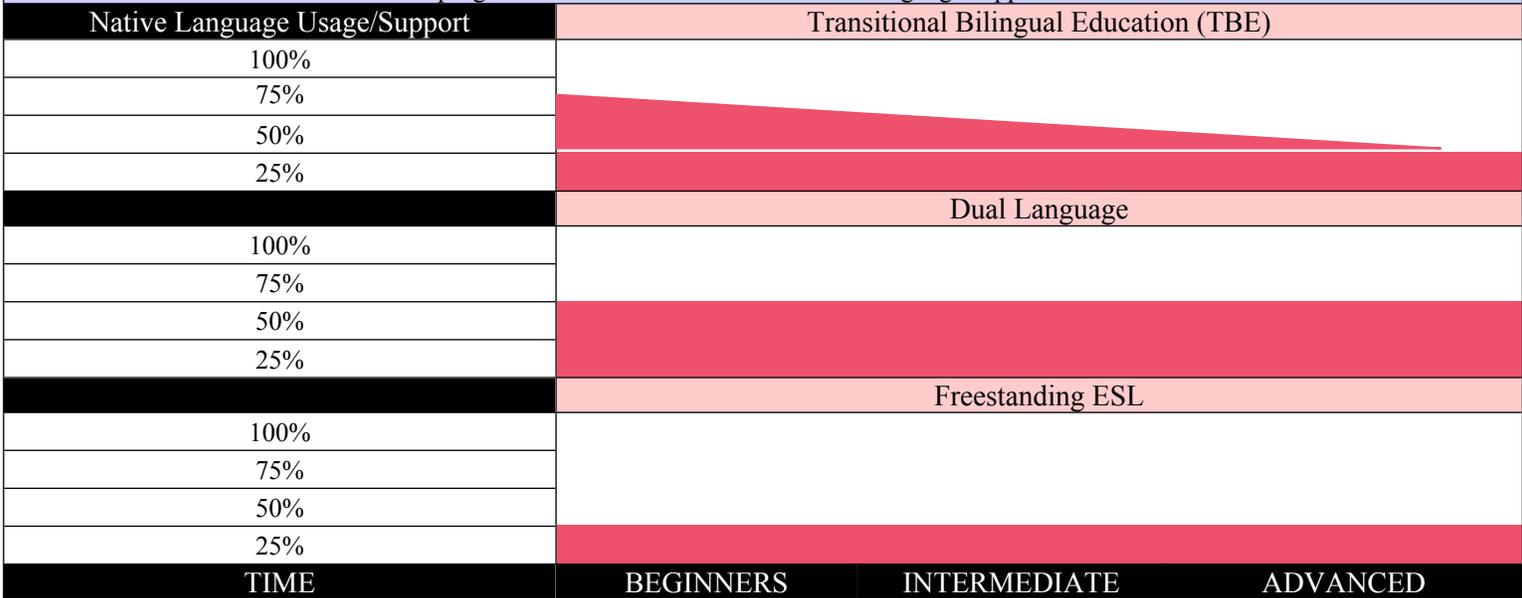
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

These ELL students will participate in the Saturday and Title III extended day program. Revisions on students' intervention plans are modified as needed.

The Pupil Personnel Team is composed of the Principal, Assistant principal, school psychologist, guidance counselors and the AIS provider of the grade. The PPT team meets once a month to discuss academic interventions for the long term ELLs. The members of the team discuss and outline areas of concerns and propose possible interventions. A plan is developed and student progress is monitored over a six to eight week cycle. Classroom teachers are debriefed on intervention plans proposed.

- Assessments, on a six to eight week cycle, will be implemented to monitor student progress.
- Decisions will be made whether to continue intervention services, modify the instructional plan or refer students to the PPT team for formal evaluation and other services.

Transitional Support for English Language Learners reaching Proficiency

Students in this category are placed in a self contained ESL class or receive ESL services with an ESL teacher. In addition, the students receive academic intervention services with a literacy and or math specialist. Literacy and mathematics providers work with these children, differentiating instruction during the literacy and math periods. Parents of these students are given the opportunity to enroll their children in an afterschool tutorial program and the Saturday Academy program. These programs provide continuing ESL, literacy and mathematics support for learners who may be at risk of not meeting promotional standards.

Former ELLs will continue to receive, for one year testing modification for ELLs.

ESL Program: The beginning class meets 540 minutes a week; the intermediate class meets 360 minutes a week, and the advanced class meets for 180 minutes a week of ESL and 180 minutes of English instruction daily. ELLs in the program also attend content area classes in Mathematics, Computer Science, Living Environment, and Global Studies. Teachers in these classes use ESL methodology. Licensed ESL and ELA teachers push into the content area classes to support students in the content area classes. Most of our ELLs are SIFE. Out of 155 ELLs, 130 are SIFE students. Students are grouped homogeneously based on ESL level proficiency (LAB-R and NYSESLAT) and rate of progress. All classes are aligned with the New York standards and tailored to help ELL's succeed in the Math and Living Environment Regents Exam. The prevailing methodology is the QTEL approach. Cooperative Learning, the workshop model, audio-lingual, and Principals of Learning are incorporated in daily instruction and student work in groups with the assistance of a paraprofessional. Many supplementary teaching aides are used such as visual books, workbooks and tapes. To help students acquire and develop English language skills, teachers engage them in role-playing, dialogs and trips which encourage students to communicate. They participate in classroom discussion and activities. Alternate strategies are used in the classroom such as mapping, semantics webs, word walls, diagrams and back stepping, all geared towards Principals of Learning communicating and improving language skills. In addition, students are encouraged to attend our After School Program. ELLs have been programmed for the homework help in all subject areas in the after-school program. Also, ELLs are enrolled in elective classes such as Literacy in Science.

All ELLs are encouraged to attend our Saturday Academy and After School Program. ELLs have been programmed for the homework help in all subject areas in the after-school program. Also, ELLs are enrolled in elective classes such as Literacy in Science, History of Math, Literacy in Social Studies, PSAT prep, Research in Science, Art, Robotics, Music. The program is being utilized during the school hours and in the after school program. All ELLs participate in the morning tutorials.

Our program consists of ESL classes from Level I through Transitional according to the results on the placement tests. In the Fall, ESL courses are offered for Levels 1,3,5. In the Spring Levels 1, 2, 4, and 6 are offered. ELL students attend 9th, 10th, 11th, and 12th grades

and take either a triple, double, or a single period of ELL instruction based upon the students English ability (score on the LAB R, and NYSESLAT). Currently, we have the following number of ELLs by grade: 9th = 39, 10th=43, 11th= 43, 12th= 25. Bilingual education is not offered as per parental choice. All classes are aligned with the new standards and tailored to help ELLs succeed on the NYSESLAT, and regents exams. The goal of the program is to identify key issues, develop and implement strategies needed to ensure that ELL students are held to the same high educational standards as all students. ELL students are provided with instructional programs designed to help them meet these standards by promoting literacy development in their native language and in English across subject areas and grades. All new entrants are screened to determine whether they are candidates for ELL/LEP, using appropriate and approved screening and diagnostic instruments. Further, the initial identification of ELL/LEP students through the Home Language Identification Survey (HLIS) along with LAB-R testing is completed on the day of enrollment. Students are being placed in classes on the same day as well. The parents become informed in their native language of the different programs offered on the day of the child's enrollment. Also, ELL parents are invited to attend an orientation session where they become informed in their native language of the different programs offered. The parent coordinators at our school together with the AP and LAB BESIS coordinator provide families with assistance in placement. The NYSESLAT is used at the end of the school year to measure adequate progress. ELLs have been enrolled in a Free standing ESL program based on parental choice when they first enrolled at ITAVA.

Title III funds allocated to ITAVA and SIFE are used to provide supplementary services to the at risk ELLs. The program consists of the before and after school tutoring in Math, English, Science and Social Studies. Saturday Academy takes place on Saturdays. The goal of the Academy is to support at-risk students in Math, Science, Social Studies, Sciences, PSAT prep and Regents prep, and provide individual attention. NLA support in French, Haitian, Arabic, Spanish and Bengali is provided as well. The classes are taught by licensed ESL or subject area teachers using ESL methodology.

- Resources and Support

Instructional Materials

Classroom libraries are leveled appropriately and include culturally motivating books as part of each classroom library. All instructional materials are age appropriate for ELLs. Literacy instruction is presented through meaningful literature which actively engages students to participate and apply strategies learned. Before initiating a unit of study, the general education teachers and ESL teachers who are responsible for delivering instruction to ELLs meet to plan the teaching points for the unit. Careful consideration is given to the specific skills that readers should master on their given independent reading level. As the mini-lesson takes place, ESL teachers provide differentiated instruction to individual students or small groups in order to reinforce the mini lessons or strategy lessons. Technological programs Achieve 3000, Apengea Learning/Math, Destination Math, and Study Island are used to teach different approaches and Regents support to ELA, Living Environment, Math, Social Studies, Chemistry and Physics.

Differentiation of instruction to meet the language needs of students is achieved through techniques and strategies the ESL teachers use. Our ESL teachers use the program Achieve 3000 and Spring Board Program 9-12 grades. They also use Getting Ready for the NYSELAT and Beyond in Preparation for the NYSELAT as supplementary test prep materials.

Technology is used to support ELLs with programs such Computer Science Courses, CISCO, Achieve 300, Study Island, Apengea Learning, and Destination Math. These programs are interactive. They have audio feedback and reinforce phonic and phonemic awareness instruction. All teachers have access to these programs to utilize with their students. In addition, we have technology labs and SMART boards in all classrooms .

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Each classroom has a SMART board. Teachers utilize the SMART boards during reading, writing, math workshop and the content areas to make the lesson more interactive and comprehensible for ELLs.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Professional development is achieved through the combined efforts of experience content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2011-2012 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices. The ESL support specialists will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all self contained ESL and common branch teachers as well as paraprofessionals . The focus of these sessions will be to examine the units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners.

The workshops/study groups for 2011 - 2012 school year will be provided on, but not limited to the following dates:

September 22, 2011
October 7, 2011
October 14, 2011
October 21, 2011
November 4, 2011
January 10, 2012
January 17, 2012
January 24, 2012
January 31, 2012
March 2, 2012
March 9, 2012
March 16, 2012
May 22, 2012
May 29, 2012
June 1, 2012

E. Parental Involvement

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

Parental involvement is encouraged through participation in our PTA, classroom activities and school events. The school has an affiliation with Century 21 grant, which provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services (to help parents with family issues), family counseling and GED program. Parents complete an annual school survey, expressing their opinions regarding the school. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The parent coordinator facilitates parental workshops such as: Computer workshops; Preparing your child for Junior High School; and preparing your child for the Standardized Tests.

- ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability.
- English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students.
- ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests NYSESLAT, Regents examinations in ELA, MATH, Social Studies Tests, and Sciences). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home.
- The parent coordinator organizes a lending library for parents consisting of native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										15	7	1	5	28
Intermediate(I)										3	14	9	8	34
Advanced (A)										5	18	19	18	60
Total	0	0	0	0	0	0	0	0	0	23	39	29	31	122

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										15	7	5	5
	I										3	14	5	8
	A										5	18	19	18
	P										3	5	11	12
READING/ WRITING	B										15	7	7	7
	I										3	14	5	9

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										5	21	7	9
	P										1	2	4	5

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4				0	0
5	0			0	0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4						0	0	0	0
5				0	0	0		0	0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0		0	5	0	0	0	5
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	120	67	90	65
Integrated Algebra	135	90	100	70
Geometry	55	0	35	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	50		37	
Math				
Biology				
Chemistry	40		27	
Earth Science	10		6	
Living Environment	135	90	105	75
Physics	55	0	40	0
Global History and Geography	135	90	87	65
US History and Government	90	70	57	57
Foreign Language	55		53	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Data patterns across proficiency levels on the Lab-R and NYSESLAT throughout the grades revealed progress from one grade level to the next. According to the results of the LAB-R, NYSESLAT and performance indicators, the ELLs strongest and weakest modalities on grade level are the following: at the beginners' level, for 40% of the students, listening and reading is the strongest modality. For 60%,

speaking and writing is the weakest modality. At the advanced level, the strongest modality is listening, speaking and reading and the weakest modality is writing. Based on parental choice, ITAVA offers ESL program. There is a broad variety of theories of first language (L1) and second language (L2) acquisition (SLA). Cummings' (2001) research concluded that the development of competence in the native language serves as a foundation of proficiency that can be transposed to the second language. Research has shown that the language learning or acquisition process is very complex. It is gradual, non-linear, and dynamic. It is a social phenomenon, contingent on when the learner is "ready" to learn. It depends on the use of background knowledge and experiences of the learners. It is not assisted by a conscious focus on grammar or extremely variable based on the characteristics of the individual learner and learner's circumstances. These factors include ability to take risks, age at which language is being learned, and how similar or different the home language is different from English. Second language learning depends on the learner as an individual and on the learner's "history". There are at least two types of language that need to be acquired: Social language is the type of language needed to communicate with others on a social level. Many students will acquire this in about two years. Academic language is the type of language needed to succeed in the education system.

ITAVA teachers have selected a content based approach in teaching Ells. Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. ITAVA's ESL program is content based, supports Mathematics, Science, Global Studies and is Multicultural in nature. Learning a language is one process and mostly happens on a social level of communication. Furthermore, learning in a second language is a different process that requires academic enrichment and support. On the other hand, language acquisition is dependent on many variables such as age of arrival, literacy in home language (including reading and writing), schooling in the first language, motivation, anxiety, risk-taking, cooperative vs. competitive attitude, learning style, trauma experienced before or since arrival, and self-esteem. Language is not learned in isolation. ITAVA teachers have selected a content based approach in teaching Ells. Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. ITAVA's ESL program is content based, supports Mathematics, Science, Global Studies and is Multicultural in nature. Learning a language is one process and mostly happens on a social level of communication. Furthermore, learning in a second language is a different process that requires academic enrichment and support. On the other hand, language acquisition is dependent on many variables such as age of arrival, literacy in home language (including reading and writing), schooling in the first language, motivation, anxiety, risk-taking, cooperative vs. competitive attitude, learning style, trauma experienced before or since arrival, and self-esteem. Language is not learned in isolation.

Language and content learning develop together in increasing complexity. The first, most visible layer is the easiest to note as it is based in concrete, experiential learning. Learner uses language to describe what she or he can see, hear, and touch directly. Then, language use focuses on what the learner knows from her or his own experiences in daily life, what she or he has heard and seen directly but cannot see or hear at the moment. It is a language of home and a neighborhood. Next, the learner can now describe what she or he has not yet experienced directly but can imagine - usually with the help of pictures, dramatizations, or charts. These are instructional and independent learning level tasks. Research on effective instruction for Ells suggests that at the school level, successful programs include: well-prepared teachers and school leadership that values Ells, understands their learning needs, and prioritizes their academic success; a grounding in "sound theory and best practices associated with an enriched, not remedial, instructional model" (Montecel and Cortez 2002, p.15).

Practical and theoretical interests are two overarching concerns in educational leadership. Taking all these theories and students interests es into consideration, we created electives Computer Science course, Research in Math, Robotics, G-12 Science Research with CUNY, Literacy in Science course and Literacy in Social Studies course for Ells and opened LOTE courses in Spanish, French, Arabic, and Haitian Creole. LOTE courses cover subject area academic vocabulary and are focused on fiction literature as well.

Additional Information

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

Also, ELLs are enrolled in elective classes such as Literacy in Science, History of Math, Literacy in Social Studies, PSAT prep, Research in Science, Art, Robotics, Music . The program is being utilized during the school hours and in the after school program. All ELLs participate in the morning tutorials. All new entrants are screened to determine whether they are candidates for ELL/LEP, using appropriate and approved screening and diagnostic instruments. Title III funds allocated to ITAVA are used to provide supplementary services to the at risk ELLs, SIFE ELLs and long-term ELLs.

The program will consist of the after school tutoring in Math, English, Science, ELA, LOTE, and ESL. Tutoring will also take place in the after school program. The classes are taught by a licensed ESL or subject area teachers using ESL methodology. Students are exposed to trips that are connected to the Living Environment and Social Studies programs. ELLs are exposed to Roseta Stone and Achieve 3000 program to improve their listening skills. Books on tape and leveled books from Pearson in Science and Social Studies support ELLs who are beginners and low intermediate with improving their listening, comprehension and reading skills in content area subjects.

It should be noted the an ELL, SIFE graduated ITAVA in three years with the Advanced Regents diploma in June 2010 and started college education. The ELLs were the part of Robotics team that became # 1 in March 2011 in the City of New York.

Part VI: LAP Assurances

School Name: <u>It Takes A Village Academy</u>		School DBN: <u>18K563</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marina Vinitskaya	Principal		11/21/11
Anthony Veneziano	Assistant Principal		11/21/11
Debra Williams	Parent Coordinator		11/11/11
Sima Ruchanskaya	ESL Teacher		11/21/11
Carol Mc Farlene	Parent		1/1/01
Conrad Reyes	Teacher/Subject Area		1/1/01
Grald Beaubrun	Teacher/Subject Area		1/1/01
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Steven Petit	Guidance Counselor		1/1/01
Wendy Karp	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K563 **School Name:** It Takes A Village Academy

Cluster: Ruiz **Network:** CFN 605

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

Part A: Needs Assessment Findings

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

The first step for the initial identification of those parents who may possibly be in need of translation and interpretation services begins at the time of their children's enrollment. The ESL support specialist, a licensed ESL teacher, Ms. Ruchanskaya meets with the parents to make an initial determination of the parents and child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility for students. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter.

If the home language is other than English or the parent's native language is other than English, an informal parent interview is conducted in both English and the parent's native language to determine language dominance and needs for translation and interpretation services.

The ESL support specialist conducts all informal interviews in English. Translators assist the support specialist in conducting informal interviews in languages such as French, Haitian Creole, Arabic, Bengali, Fulani, and Spanish.

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

Based on informal interviews with parents, there is a need for services in French, Haitian-Creole, Spanish, Arabic, and Bengali.

Part B: Strategies and Activities

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

The school uses in-houses support for translation services and the outside vendor as well. The school has 6 teachers who are well educated in French. They are involved in providing written translationsand for parents. Also, we have teachers who are providing written service in Haitian Creole. Three teachers together with the teacher of Spanish provide written services for parents who are in need of documents in Spanish. Arabic, and Begali translations are being profided by DOE translation Unit. The school staff translates all letters that are sent to parents.

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

All interpretation services are being provided by school staff and parent volunTERS. The school has created a list of teachers and staff members who speak foreign languages. All teachers based on their availability provide interpreation services whenever they need help. When parents comes to school, the schoolsecretary and parent coordinator who speaks French and Haitian Creole provide support. If they need speakers of other languages, they have teachers schedukes who can provide assistance.

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

The school follows Chancellor's regulations and provides services written services by informing parents through mailing letters to parents. When parents need to be informed immediately, the school personal who speaks the native language of a family places a phone call. Also, the school uses documents translated by Department of Education.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: It Takes A Village Academy	DBN: 18K563
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: extendid school day
Total # of ELLs to be served: 135
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: 2

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: All ELLs participate in the morning and afternoon tutorials. All new entrants are screened to determine whether they are candidates for ELL/LEP, using appropriate and approved screening and diagnostic instruments. Further, the initial identification of ELL/LEP students through the Home Language Identification Survey (HLIS) along with LAB-R testing is completed within 10 days of enrollment. The parents are invited to attend an orientation session where they become informed in their native language of the different programs offered. The parent coordinators at our school together with the ESL coordinator provide families with assistance in placement. The NYSESLAT is used at the end of the school year to measure adequate progress. Title III funds allocated to ITAVA. will be used to provide supplementary services to the at risk ELLs, SIFE ELLs and long-term ELLs. LAB-R results, NYSESLAT, Regenents, Acuity and school based assessments will be used for placement purposes.

The program will consist of the morning and after school small group supplemental instruction in Math, English, Science, ELA, LOTE, and ESL. The classes will be taught by a licensed ESL or subject area teachers using ESL methodology.

(*Please clarify. Please include for each program Fall and Spring if content area teachers have ESL or Bilingual certification and if not include that a certified ESL teacher will rotate and push-in to give support.)

1. Math –Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions Starting day October 1, 2012 - January 22, 2013. Two certified math teachers will be conducting instruction on Wednesdays and Thursdays from 4: 15 p.m. - 5: 15 p.m. An ESL teacher is supporting the class as a team/teacher. There will be 15 students in each group.
2. Spring Semester 14 weeks, twice a week, one hour each session; 28 sessions, February 18, 2013 - May 25, 2013 . Two certified math teachers will be conducting instruction on Wednesdays from 4: 15 p.m. - 5: 15 p.m. An ESL teacher is supporting a class as a team/teacher. There will be 15 students in each group
3. Science Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions Starting day October 1, 2012 - January 22, 2013. One dually certified LE teacher (ESL and Living Environment) will be conducting instruction on Tuesdays and Wednesdays form 7: 30 a.m. - 8:30 a.m.. There will be 15 students in each group.
4. Science Spring Semester 14 weeks, once a week, one hour each session, 14 sessions, Starting day February 18, 2013 - May 25, 2013, on Thursdays from 4: 15 p.m. - 5: 15 p.m. One dually licensed ESL and Living Environment teacherwill be providing services. There will be 15 students in each group.

Part B: Direct Instruction Supplemental Program Information

5.. ESL Fall Semester -14 weeks, four times a week, one hour each session, 56 sessions October 1, 2012 - January 22, 2013 on Mondays, Tuesdays, Thursdays, and Fridays from 7: 30 a.m. - 8: 30 a.m.. Two certified ESL teachers will be conducting instruction. There will be 18 students in each group.

6. ESL Spring Semester 14 weeks, once a week, four times a week, one hour each session; 56 sessions, February 4, 2013 - May 4, 2013 on Mondays, Tuesday, Thursdays, and Fridays from 7: 30 a.m. - 8: 30 a.m. Two certified ESL teachers will be providing services. There will be 18 students in each group.

7. NYSESLAT prep. 18 weeks, once a week, one hour each session; 18 sessions February 4, 2013 - June 8, 2013 on Tuesdays and Fridays from 4: 15 p.m. - 5: 15 p.m. . Two certified ESL teachers will be conducting instruction. There will be 18 students in each group

8. 2013; LOTE prep: French, Spanish, Haitian, Arabic

French - once a week, one hour each session, 18 sessions, Starting day February 4, 2013 - June 8, 2013 on Mondays from 2:00 p.m. - 3:00 p.m. . One dually certified French(French/ESL) teacher will be conducting instruction. There will be 15 students in each group

Haitian - once a week, one hour each session, 18 sessions, Starting day February 4, 2013 - June 8, 2013 on Mondays from 2:00 p.m. - 3:00 p.m.. One certified Haitian - Creole teacher (Haitian Creole/French/ESL/ Bilingual) will be conducting instruction. There will be 20 students in this group.

Spanish - once a week, one hour each session, 18 sessions, Starting day February 4, 2013. - June 8, 2013 on Mondays from 2:00 p.m. - 3::00 p.m. One certified Spanish (Spanish/ESL/Sp Ed) teacher will be conducting instruction. There will be 10 students in this group.

Arabic - once a week, one hour each session, 18 sessions, Starting day February 4, 2013- June 8, 2013 on Mondays from 2:00 p.m. - 3:00 p.m. One certified Arabic (Arabic/Science) teacher will be conducting instruction. There will be 7 students in this group.

Trips to Natural Sciences are important for ELLs as it is an exposure to hands on Labs. Science teacher and ESL teacher will escort children to the museum. Hands on Labs are the part of the after school reinforcement in Science. In order to take and be better prepared to the Living Environment Regents examination that they all take in June 2013. ELLs have been engaged in these activities. Also, students need to be introduced to the culture and of the city of New York. Metropolitan Museum visits supports students in preparation to Global and US History examination. Visits to museums expand their horizons and enrich their experience and academic vocabulary. Proposed trips start in October until the end of May, two trips a month. They will help students to be better prepared to the Living Environment Regents examination that they all take in January 2013 and June 2013.

In order to support students' preparation for the NYSESLAT and ELA Regents examinations listening parts for the tests, books on tapes and " Dictations for Discussions" will be purchased with the Title III grant. In this book, there are over 50 dictation activities in four different formats:

- Partial Dictation. Listen and fill in the blanks

Part B: Direct Instruction Supplemental Program Information

- Paired Dictation. The students dictate passages to each other
- Dictogloss. Listen and recreate the passage
- Prediction.

To make the dictations fresh and challenging topics for discussion, the authors have selected them from a variety of authentic sources - the web, magazines, and newspapers. They are widely appealing human-interest stories with important cultural issues embedded in them. There are six different topical areas to choose from: Cultural Trends; • Money and Work; • Holidays / Special Events; Ethics; Health; • Language Facts and Fun. It is a supplementary program for advanced and high-intermediate ELL students.

Books on Tapes: There are top nine educational benefits of Audiobook Listening as per by Pam Spencer Holley who is a Past President, YALSA (ALA's Young Adult Library Service Association). These are the factors that make audiobook listening very important for ELLs. Teens everywhere seem to have headphones on or in their ears. This fact, together with studies showing a positive correlation between listening to audiobooks and reading improvement, is leading teachers to use audiobooks in their classrooms. With this increase in audiobook usage, the research of educational literature proves listening is important, beyond just the enjoyment factor. Here is that list. Audiobooks increase vocabulary skills, improve speaking and writing skills, introduce storytelling, an important tradition in human history, engage imagination by allowing students to create mental images of the story, improve listening skills — essential in this multimedia world, make mundane yet necessary tasks (exercising, dishwashing, room cleaning) more tolerable, keep students informed of popular books or latest releases from favorite authors, and improve ability to multi-task and complete assignments simultaneously, and listening is an important step for becoming a life-long reader. Penguin Readers Penguin Readers and Penguin Active Reading from Pearson Longman provide books that students really want to read and to nourish a sense of achievement and growing confidence from successful reading by presenting books, with appropriate support material, that are accurately tuned to their levels of reading. There are suggested in seven levels. It is a supplementary program for beginners, advanced and intermediate students.

Achieve 3000 builds a foundation of fundamental vocabulary and essential language structure, phonemic awareness, and develops the English language skills for social interactions, learning to share your ideas, and opinions in English, and helps them to become college ready . It is a supplementary program for beginners , intermediate students, advanced and former ELLs.It supports Science and Social Studies as well.

Computer based program" Study Island" supports students in Regents preparation. Apandea Math supports students development in Integrated Algebra.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: ITAVA is a new small high school. Out of 420 students, 152 are ELLs. There is a strong need for the ESL staff development. In summer, most of the teachers were trained in Common Core and QTEL strategies. The ESL teacher went through Building the Base, ELA, Math, Science, and Social Studies QTEL trainings. Other teachers went through in house Common Core and QTEL training. Once a week all teachers at ITAVA meet for the 90 common preparation period. The training is focused on the implementation of QTEL strategies, state standards, assessments for ELLs, ESL content area strategies, support for parents and guardians, graduation and college requirements, planning instruction for ELLs, scaffolding techniques for long-term and short term planning, analyzing Data in order to plan and improve school processes and student learning. Also, teachers are being supported by the AUSSIE consultants.

Professional development is key to the success of any academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. This is because all of our teachers receive interaction with the ELL/LEP student. All teachers of ELLs will participate in monthly staff development activities designed to improve their delivery of instruction. For those staff members who work with Title III programs, onsite Professional Development sessions will be offered on a regular basis. These sessions will reflect the goals of a particular school programs, and they are supplemental to the general school PD plan. The language of PDs is English. The PD sessions will cover but are not limited to the following list of topics:

- Teaching ESL
- Common Core Strategies for ELLs /Literacy Strategies
- Using Classroom Glossaries
- Differentiating Instruction
- Collaborative Teaching Techniques
- Scaffolding Language and Learning
- Content Area Assessment for ELLs

The Title III workshops have been specifically designed for ESL and Subject Area teachers who will be involved in the Title III Program. The focus of these P/D sessions will be how to infuse content area vocabulary and instruction in to the ESL classes. Content area teachers will have the opportunity to learn how to integrate ESL methodology in to their classes. The professional development sessions will be held once a month on Fridays for two hours. P/D sessions will be paid from a different budget.

Part C: Professional Development

Dates: September 24, October 29, November 26, December 17, February 11, April 22, May 20 from 4:00 p.m. to 6:00 p.m.

As the outcome of these sessions teachers will produce subject area glossaries, curricula maps, units of studies, and lesson plans that can be later on implemented in ESL and Subject Area classes and be used by subject area monolingual teacher who have ELLs in their classes.

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:

Parental involvement is encouraged through participation in our PTA, classroom activities and school events. Title III provides afterschool services for students including ELLs as well as specific programs for parents, such as: ESL classes, home services and computer classes. Parents complete an annual school survey, expressing their opinions regarding the school. The survey is evaluated on a yearly basis and improvements are made according to the specific needs of our parents. Parents are encouraged to attend our monthly meet and greet meetings to discuss their concerns. We have a parent coordinator who addresses parental needs, concerns, and directs parents to appropriate school personnel. The parent coordinator facilitates parental workshops such as: Computer workshops; Preparing your child for college and preparing your child for the Standardized Tests.

- ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability.
- English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students.
- ELL Parent Workshops are conducted by the ESL teachers, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (NYSESLAT, Regents examinations in ELA, MATH, Social Studies Tests, and Sciences). In addition, the parent coordinator develops monthly workshops with a specific focus on: Literacy, interpreting student data and using the information to help their child at home.
- The parent coordinator and ESL teachers organize a lending library for parents consisting of

Part D: Parental Engagement Activities

native language and English read-aloud books in order to encourage parents and students to incorporate literacy at home.

Part E: Budget

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

Allocation Amount: \$14912

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