



## **[IT TAKES A VILLAGE ACADEMY]**

# **2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: 18K563  
ADDRESS: 5800 TILDEN AVENUE, 1<sup>ST</sup> FLOOR,  
BROOKLYN NY 11203  
TELEPHONE: 718-629-2307  
FAX: 718-629-6162**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18K563 **SCHOOL NAME:** It Takes A Village Academy

**SCHOOL ADDRESS:** 5800 Tilden Avenue, 1<sup>st</sup> Floor, Brooklyn, NY 11203

**SCHOOL TELEPHONE:** 718-629-2307 **FAX:** 718-629-6162

**SCHOOL CONTACT PERSON:** Marina Vinitzkaya **EMAIL ADDRESS:** MVINITZ@SCHOOLS.NYC.GOV

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Ms. Catlyn</u>
<b>PRINCIPAL:</b>	<u>Ms. Vinitzkaya</u>
<b>UFT CHAPTER LEADER:</b>	<u>Ms. Gilkes</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Ms. Augustimbigoux</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Ms. Arias</u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18 **CHILDREN FIRST NETWORK (CFN):** 605

**NETWORK LEADER:** Ms. Karp

**SUPERINTENDENT:** Ms. Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Ms. Vinituskaya</b>	*Principal or Designee	
Ms. Gilkes	*UFT Chapter Chairperson or Designee	
Ms. Augustimbigoux	*PA/PTA President or Designated Co-President	
Ms. MacFarlene	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Mr. Hughes</b>	DC 37 Representative, if applicable	
Ms. Arias	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	
Ms. Thomas	Member/parent	
Ms. Ruchanskaya	Member/teacher	
Ms. Faure-Betancourt	Member/student	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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It Takes A Village Academy (ITAVA) for Mathematics, Science and Computer Science is a new small school, located in the Flatbush section of Brooklyn at 5800 Tilden Avenue, 1<sup>st</sup> floor. The school's symbol means wisdom, maturity, and socio-emotional growth. The school was opened in September 2007. Currently, there are 377 students in the school. There is no selection process. Every student who is interested in the school can apply. We believe that every student is capable and talented. ITAVA's mission is to prepare students to master advanced academic skills and knowledge so that they will be prepared to achieve in distinguished universities and meaningful careers of choice. The ITAVA provides unique opportunities for all students to earn a high school Regents diploma, up to 15 college credits and 6 high school credits through College Now and Advanced Placement courses, professional skills in Technology and with the ability to communicate fluently in a foreign language. ITAVA students start College Now Program in the 9<sup>th</sup> grade through LIU and CUNY. ITAVA students participate in G-12 Science Research Project and Bridges to Computers at Brooklyn College and G-12 NYU, Robotics. ITAVA students received the third place in Robotics among new teams in 2008-09 school years. PSAT and SAT preparation are the part of students' regular schedules. All ITAVA students wear uniforms. All ITAVA students receive individual attention through tutorials, extended day program, Saturday Academic and Sport Academy (PSAL), and on-line education courses. ITAVA has developed a unique program for English Language Learners who speak Haitian- Creole, French, Spanish, Arabic, Urdu, Hindi, Bengali, Punjabi, Malayan, and Fulani. The school has received an award for supporting English Language Learners. The program for ELLs has several components such as during the day program, an after school program, Saturday Academy, on line Math and English Literacy Programs, academic ESL, Arabic, Bengali, Spanish, Chinese, French, and Haitian – Creole language courses, computer and literacy courses for parents, and test prep classes. Interdisciplinary study is an integral part of learning at ITAVA. The Academy's personalized education plan begins in grade 9 with an emphasis on mastery of English language arts, Social Studies, Science, Mathematics, Foreign Languages (French, Spanish, Arabic, Haitian – Creole), and Technology through extended day, career exploration at Saturday and Summer Institutes. Integrative technology and on-line projects are instituted as a regular part of students' curriculum. The Academy has three core values: communication, character, and critical thinking.. We strive to develop in each student the capacity to think critically and reason intelligently through a rigorous academic curriculum that addresses individual learning styles. Also, the ITAVA students are being supported by Youth Job Readiness Training Program, Leadership Organization, Counseling for Schools, Urban Arts, Brighton Ballet Theatre, Metropolitan Museum of Arts, Brooklyn Academy of Music, French Consulate, and - French Language Program. In partnership with the family and community, our mission is to ensure that each student develops understanding, skill, and sensitivities that make it possible to participate successfully in a multi-cultural society and necessary for academic, professional, and personal success



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	It Takes A Village Academy				
<b>District:</b>	18	<b>DBN #:</b>	563	<b>School BEDS Code:</b>	331800011563

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2		<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	√ 9	√ 10	√ 11	√ 12	√ Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					88	90.8	TBD		
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					61.5	80.1	TBD		
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					60.0	67.7	87.8		
Grade 8									
Grade 9	99	86	103	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	104	93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0		92		2	14	TBD		
Grade 12	0	0	0						
Ungraded		1	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	99	191	289		30	40	73		
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	21	28	TBD
Number all others				Superintendent Suspensions	1	5	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	n/a	0	0
# in Trans. Bilingual Classes	0	3	3	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	3	7				
# receiving ESL services only	1	2	5	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	6	12	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	3	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	3	16	TBD				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.5	0.3	Percent more than two years teaching in this school	0.0	0.0	TBD
Black or African American	85.9	90.1	88.2	Percent more than five years teaching anywhere	33.3	33.3	TBD
Hispanic or Latino	9.1	6.3	6.9	Percent Masters Degree or higher	83.0	67.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	1.0	2.6	4.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	97.9	TBD
White	4.0	0.5	0.0				
Multi-racial	0.0	0.0	0.0				
<b>Male</b>	45.4	47.1	47.1				
<b>Female</b>	54.6	52.9	52.9				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP) <input checked="" type="checkbox"/>		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) <input checked="" type="checkbox"/>			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	<input checked="" type="checkbox"/>
	Math:		Math:	<input checked="" type="checkbox"/>
	Science:		Grad. Rate:	

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
<b>Other Groups</b>							
Students with Disabilities				-	-		
Limited English Proficient				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Economically Disadvantaged				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<b>Student groups making AYP in each subject</b>				4	4		

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	NR	<b>Overall Evaluation:</b>	✓
<b>Overall Score</b>	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school’s continuous improvement?
- 

Based on preliminary results of the progress report for the school year 2009-2010 ITAVA students results are stable in high in all areas such credit accumulation and level of passing Regent in ELA, Mathematics and Sciences. Based on the result of the 2009-2010 school year, the New York State Department of Education recognizes the school as a school in good standing. This means the school met the New York State standards (AYP) in Math and ELA (over 70%).Based on the Progress Report 2009-2010 published by the New York City Department of Education the school received high scores. Credit accumulation is the best predictor of high school graduation; students who earn 10+ credits in their first year are most likely to graduate. The Progress Report evaluates the percent earning 10+ credits in their 1st, 2nd or 3rd year to maximize opportunities for schools to get credit for students who must take courses to better prepare them to succeed in subsequent years.

Percentage Earning 10+ Credits in First Year	97.9%
Percentage Earning 10+ Credits in Second Year	93.1%
Percentage Earning 10+ Credits in Third Year	93.2%
Lowest Third School, Percentage Earning 10+ Credits in First Year	100.0%
Lowest Third School, Percentage Earning 10+ Credits in Second Year	93.3%
Lowest Third School, Percentage Earning 10+ Credits in Third Year	81.3%
Average Completion Rate for Remaining Regents	57.3%

ITAVA earned additional credits because the school’s high-need students made exemplary gains Schools receive additional credit when exemplary gains are made by students who are in the bottom third citywide. Their progress is indispensable for closing the achievement gap. Each school's performance is compared to the performance of schools in its peer group. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of school's population. ITAVA opened its doors in September 2007 so these additional gains were earned based on the results of the first year. ITAVA received additional 4 credits for ELLs (2) and Lowest Third (2) in 2007-2008

CREDIT	EXAMPLARY GAINS	ADDITIONAL CREDIT CATEGORY
		CREDIT ACCUMULATION

+ 3	39.1%	Scored 75 or higher on the ELA Regents
+ 3	12.5%	Scored 75 or higher on the Math Regents

**Students Progress – Information comes from the School’s Progress Report 2009-2010**

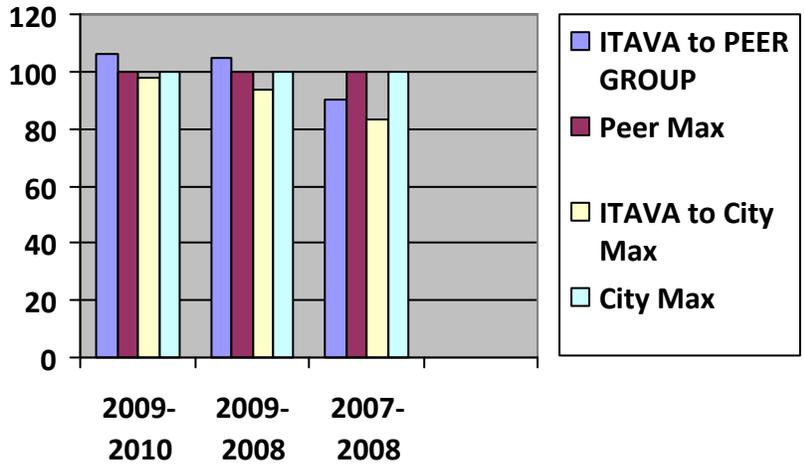
Average completion rate for Regents rewards ITAVA teachers that persist in their efforts to ensure that every student takes and passes all 5 Regents exams.

<u>Weighted Regents Pass Rate, English</u>	1.45
<u>Weighted Regents Pass Rate, Math</u>	2.62
<u>Weighted Regents Pass Rate, Science</u>	1.62
<u>Weighted Regents Pass Rate, US History</u>	1.36
<u>Weighted Regents Pass Rate, Global History</u>	1.21

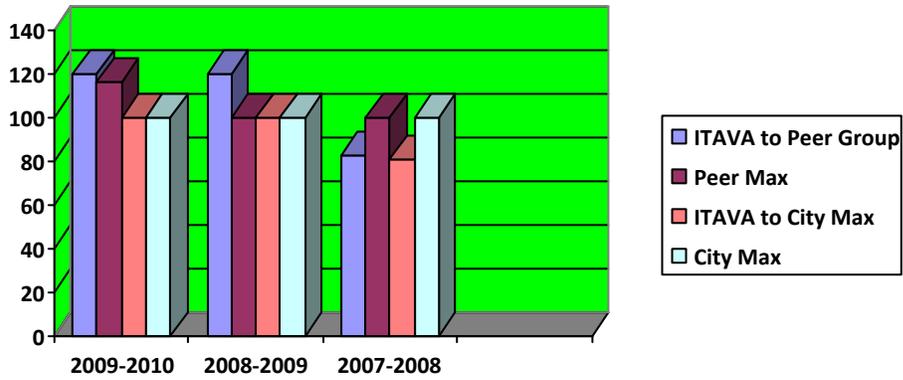
ITAVA’s progress report reflects the school’s environment score. The school environment score combines Attendance (5%) with the survey scores (10%). Parent, Teacher and Student survey scores are combined into overall scores in four (4) domains. These four (4) domains are academic expectations, communication, engagement, and safety and respect.

**Students’ Progress – Information comes from the School’s Progress Report 2009-2010:**

- 1. Percentage of ITAVA Students Earning 10+credits in the First Year – 97.9%  
Relative to Peer Group - 106.2%; Relative to City Group – 96.3%**



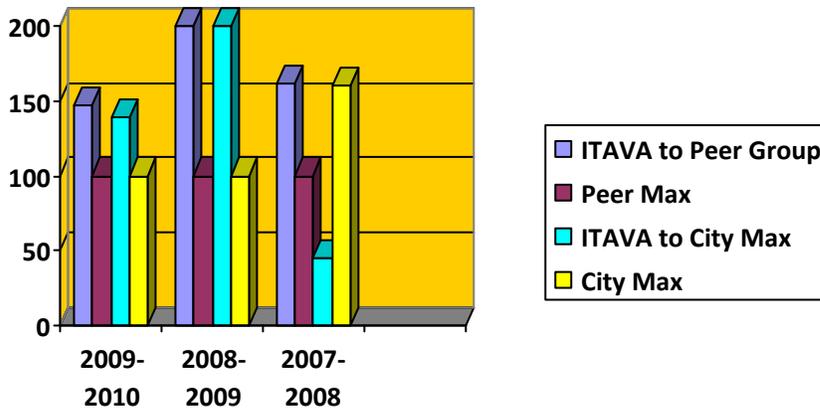
- 2. Lowest Third, Percentage Earning 10+ Credits in First Year – 100.0% Relative to Peer Group – 116.5%; Relative to City Group – 100.0%**



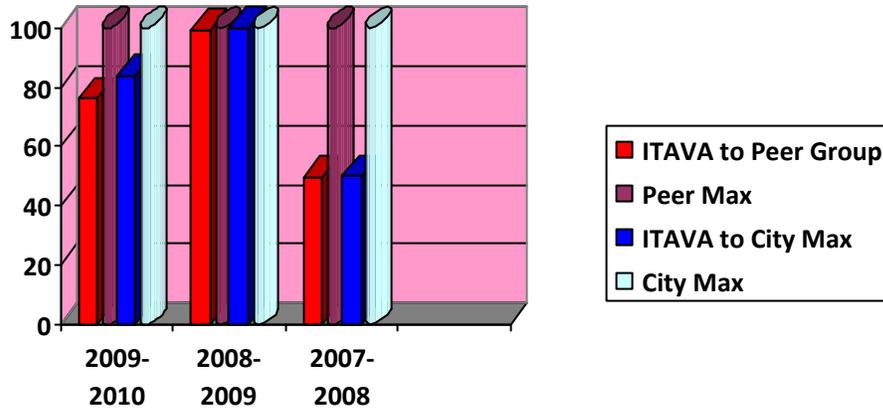
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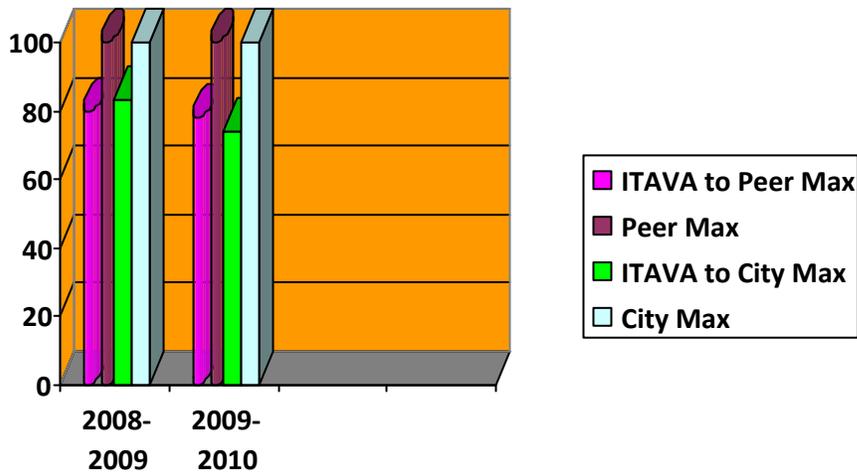
**Students Progress: Mathematics 2.62 – Relative to Peer Group 142.7%; Relative to City Group 139.5%**



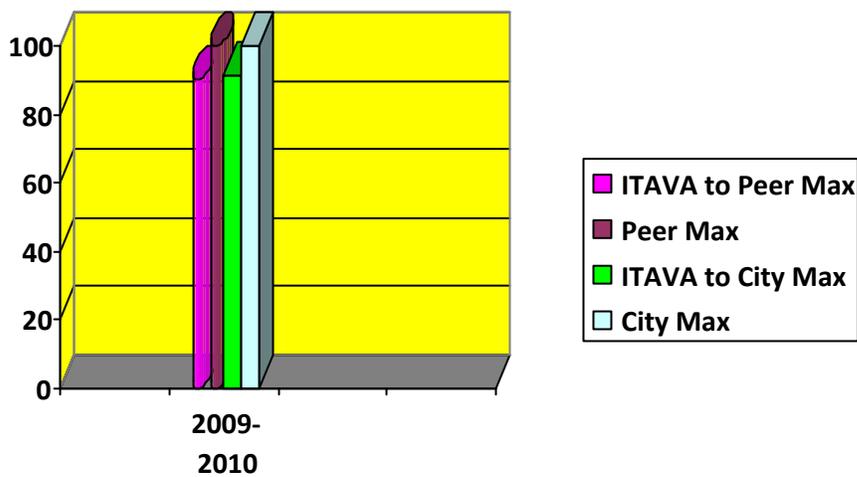
**Progress: Science 1.62 – Relative to Peer Group 76.2%; Relative to City Group 84.1%**



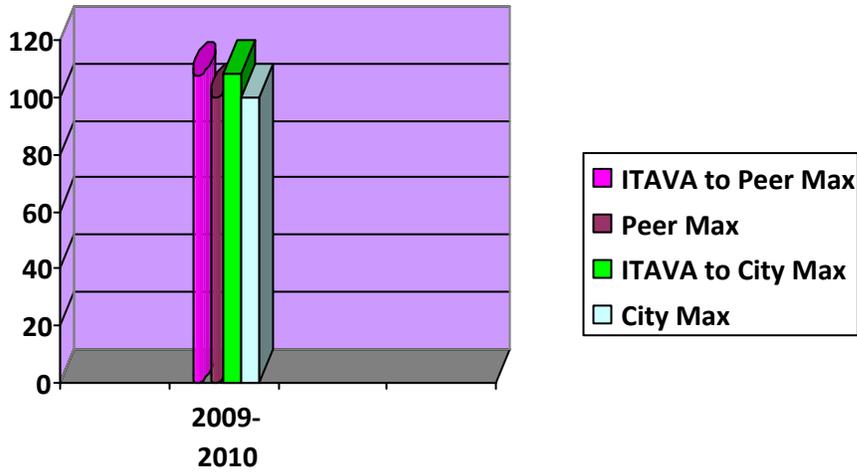
Progress: Global History 1.21 – Relative to Peer Group 77.8%; Relative to City Group 73.9%



Progress: United States History 1.36 – Relative to Peer Group 92.2%; Relative to City Group 91.4%



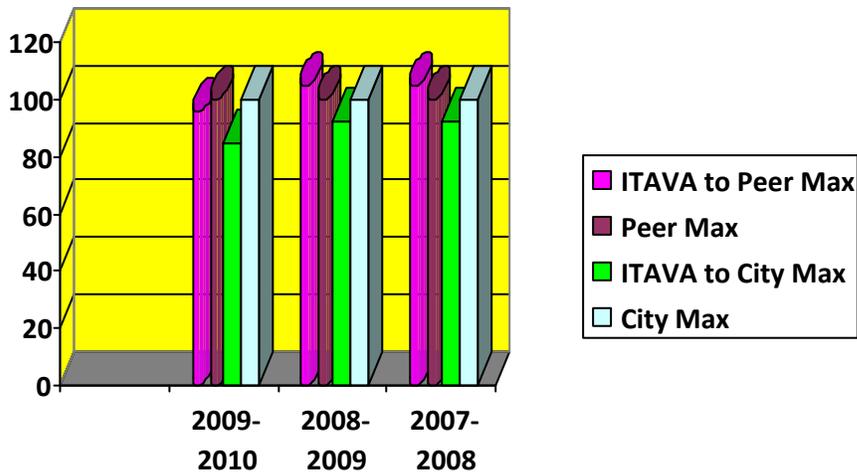
Progress: English 1.45 – Relative to Peer Group 107.7%; Relative to City Group 108%



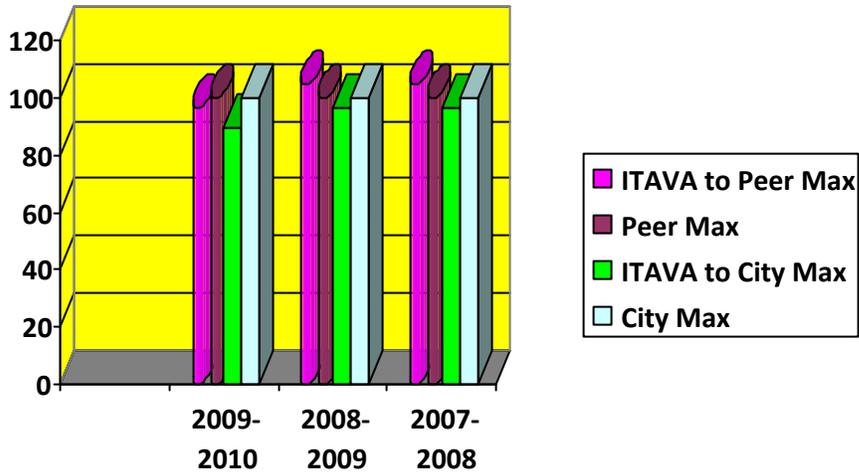
ITAVA’s progress report reflects the school’s environment score. The school environment score combines Attendance (5%) with the survey scores (10%). Parent, Teacher and Student survey scores are combined into overall scores for four (4) domains. These four (4) domains are academic expectations, communication, engagement, and safety and respect.

Academic Expectations

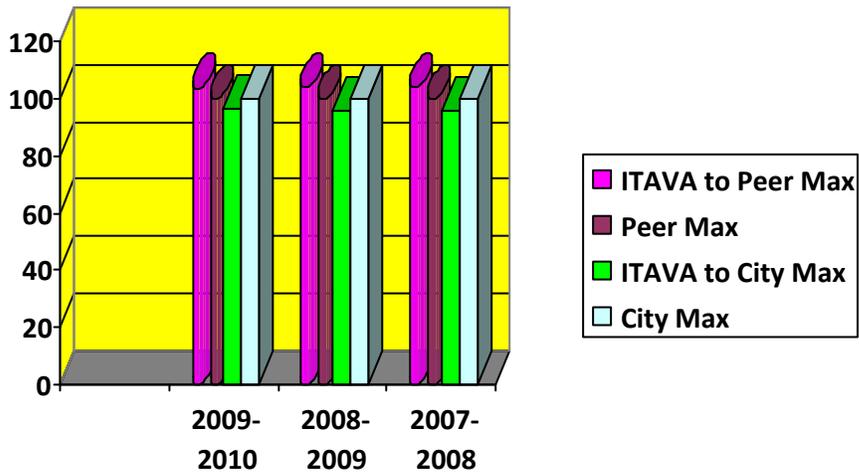
**School Environment: Academic Expectations: ITAVA Scored: 8.1 – 95.5% in 2007/08, 2008/09 and 2009/10**



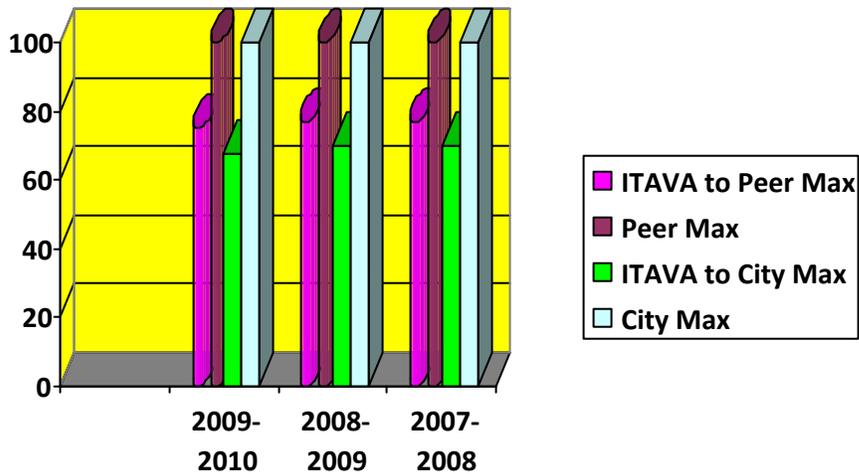
**School Environment: Communication: ITAVA Scored 7.4 - 96.0%, 7.3 in 2007/08 and 2008/09**



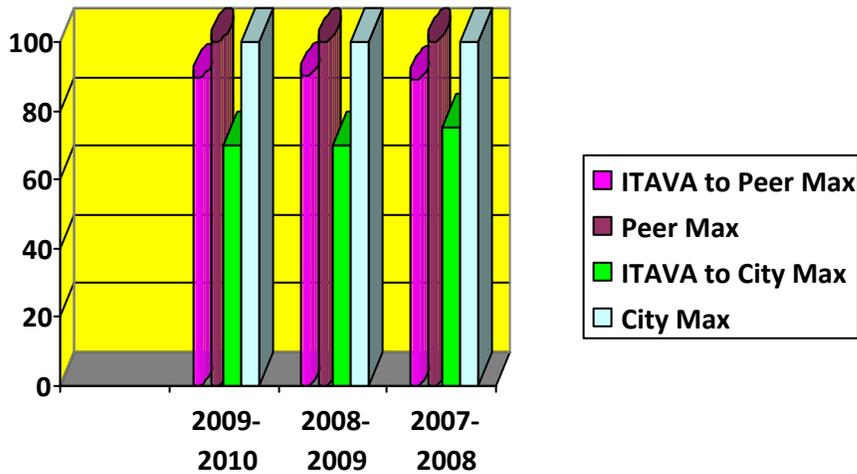
**School Environment: Engagement: ITAVA Scored 7.8 – 103.7%, 7.7 in 2008/09 and 7.8 in 2007/08.**



**School Environment: Safety and Respect: ITAVA Scored 7.8 – 75.0% and 7.7 in 2007/08 and 2008/09.**



**Attendance: 89.4% in 2009/10, 90.0% in 2008/09, and 88.0% in 2007/08**



Although the school was rated highly by teachers, students and parents in four (4) domains, ITAVA parents did not participated in the survey as actively as students and teachers. However, this is a city-wide tendency.

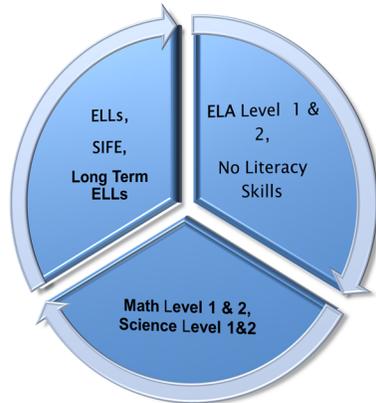
ITAVA's curriculum graphic shows the highly evolved rationale for the subjects offered, the connections with the students' cultural backgrounds and experiences and the underlining of the school ethos.

First of all, it is very important to understand the meaning of the school's symbol.

- What Does Our Symbol Mean? West African Wisdom: NEA ONNIM NO SUA A, OHU
- "He who does not know can know from learning"
- It is a symbol of knowledge, life-long education and continued quest for knowledge

ITAVA opened its doors in September 2007. The school does not have any selection criteria. **It Takes A Village Academy's (ITAVA's) mission** is to prepare students to master advanced academic skills and knowledge so that they will be prepared to achieve in distinguished universities and meaningful careers of choice. ITAVA promotes an understanding of, and respect for diverse cultures and languages by encouraging students to think beyond themselves, their community, and their country.

## What is ITAVA? ?– Essential Questions: What do we need to understand?



When ITAVA data became available in August 2007 for 37 students that we started with, we evaluated carefully middle schools; 6-8 grade results in ELA, Math, and Science. Based on this evaluation, we had to create an appropriate curriculum, to assist students with very low literacy level (85% of ITAVA students). ELA test results of our students made us think of creating elective classes that would focus on enhancing literacy skills in the academic subject areas such as Mathematics, Science, and Global Studies. Also, the focus of the school is to accept English Language Learners (ELLs). These courses had to boost students' interest and focus.

In June and August 2010, we received NYSESLAT scores for ELLs, Regents results for Living Environment and Algebra for our students. Also, the ninth grade enrollment of 2009 reflected 41 students who were on Levels I and II in Mathematics and ELA. Also, we evaluated carefully our Inquiry Team research. We carefully evaluated academic results of the school year 2008- 2009, Inquiry Team research, credit accumulation results, attendance reports, courses offered in the 9<sup>th</sup> grade and created programs for 9<sup>th</sup> and 10<sup>th</sup> graders and 11<sup>th</sup> graders for the school year 2009 -2010. We are facing the same challengers this year as we had last year. We have 85% of the 9<sup>th</sup> graders on low literacy level and low level of knowledge in Mathematics. We have a new big group of ELLs, 152. 108 of ITAVA students are over aged based on the ATS reports. Our recent immigrant English speaking students who came from Caribbean countries do not have strong literacy skills, deep knowledge of Mathematics and Technology.

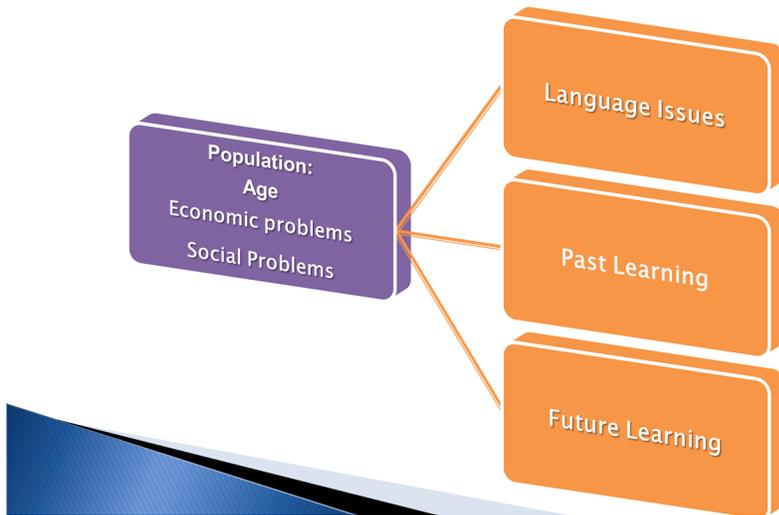
Such courses as Introduction to Computer Science, Computer Science Course, History of Mathematics, History of Geometry, Marine Science, Literacy in Science, Literacy in Social Studies (for ELLs) have been developed to support academic language of Algebra, Geometry, Living Environment, Earth Science, Chemistry, Research in Science, and Global Studies, focus students interest on research and non fiction reading in these areas.

Introduction to Computer Science and Computer Science courses are open to all ITAVA students. These courses are designed in accordance with the ACM Model curriculum for K-12 computer science (Level II). They are designed to provide students with general knowledge about computer hardware, software, languages, networks, and their impact in the modern world. Students who take these courses will have a full understanding of the computer science concept from a user's point of view and not from the designer's. Students show more interest in learning mathematics because of its connection with computer science in terms of reasoning to make decisions that enable them to write good algorithms.

History of Mathematics and History of Geometry explore the mathematics of ancient civilizations and the reason for its development. They highlight the important contributions each civilization made towards mathematics while noting the similarities and differences within each civilization. These courses stars with the

explanations of why math was created and gain an understanding of how math is evolutionary and man made. The ITAVA students also learn how to calculate using the ancient numeral system. Students have the opportunity to explore the major concepts of math that shapes our world today.

## What is ITAVA? ?– Essential Questions: What do we need to understand?



One of the themes of the school is a multicultural program. It Takes A Village Academy (ITAVA) has created a unique approach to the language studies. Studying any foreign language should always be linked with cultural studies and be learned as a part of a sociocultural curriculum. Courses such as Introduction to French Literature and Introduction to the History of French Speaking countries, Caribbean Studies, History of the English Language, Native Language course in Arabic, Spanish, Chinese, French, and Haitian –Creole, AP Spanish and AP French courses support foreign language studies, French, ELA, and Global Studies.

Also, Dance education is more than teaching "steps" as dance is the symbolic language of movement in addition to the fact that many students learn best through movement and activity. With the focus in education being on literacy and academics, dance education integrates dance with core academic subjects via assignments. Music in Action course is closely correlated with English Language Arts, Global Studies, and elective courses.

ITAVA started 2007/08 school year with 37 students; however, by the end of November 2007, ITAVA had enrolled 108 students: Most of them had major problems in reading and writing skills. AIS intervention that was offered to these students did not satisfy their needs. In order to support these students, Wilson and Ramp Up programs were open in the Spring 2008 semester, and a new ELA teacher who had been trained in Ramp Up and Wilson Program was hired. In September/ November 2009 ITAVA's population reached 289 students. Their major problem is lack of strong reading and writing skills. Wilson and Ramp Up programs are offered this year as well. After- school and Saturday Academy has been open to support students in all core subject areas.

ITAVA's 152 Ells speak French, Haitian Creole, Spanish, Chinese, Bengali, and Arabic. It is critical that educators see Ells as students with prior knowledge and experience in learning. The new system of accountability requires more effective teaching approaches for ELLs. The school received two grants for ELLs: SIFE and Social Studies for ELLs.

The state of New York defines English Language Learners (ELLs)"pupils who, by reason of foreign birth or ancestry, speak a language other than English, and either understand or speak little or no English; or score below a designated level of proficiency on the Language Assessment Battery-Revised (LAB-R)" (2003). When parents enroll their children in the New York City Department of Education (NYCDOE) schools, they are given a Home

Language Identification Survey (HLIS) to establish their child's home language. If answers on the HLIS indicate that a language other than English is spoken at home, their child is administered a Language Assessment Battery-Revised (LAB-R) to establish English proficiency. Those children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Parents are then notified of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Based on parent choice and program availability, ELLs are placed in a Transitional Bilingual Education, Dual Language, or English as a Second Language program.

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.

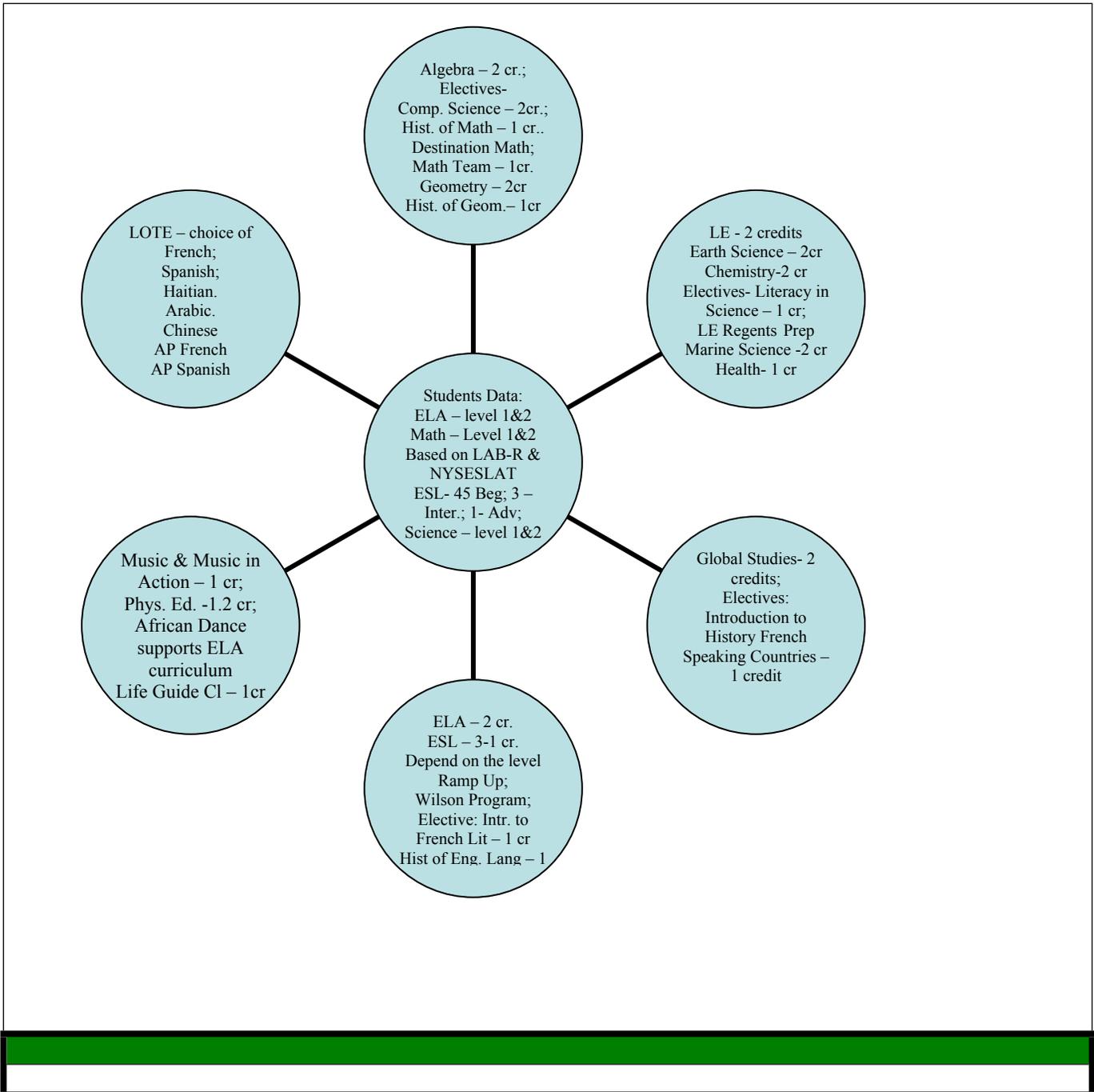
Language and content learning develop together in increasing complexity. The first, most visible layer is the easiest to note as it is based in concrete, experiential learning. Learner uses language to describe what she or he can see, hear, and touch directly. Then, language use focuses on what the learner 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 into consideration, we created Computer Science course, 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.

To support students, ITAVA teachers have opened programs for parents, meet every month with them, and provide training for parents.

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**Distinctive Features:**

1. As reflected in the school name, students receive their education in a context of reciprocal social and moral responsibility towards each other as part of the school community.
2. Classroom instruction, curriculum development, and community partnerships are conducted in accordance with this ethos.
3. We are a new school in the process of growing our student numbers and our range of grade levels to grade 12.
4. We are within a student catchment’s area of a large population of English Language Learners. The biggest group is presented by Haitian immigrants speaking Haitian Creole and some of them speaking French. Also, we have a growing group of English Language Learners who speak Spanish and Arabic, Chinese and .Bengali, Urdu and Punjabi.

5. Our cultural and linguistic immersion subjects (History of the English Language, Introduction to Caribbean Studies, French Literature, and History of French-Speaking Countries) support our Foreign Language and English Language Programs.
6. Literacy support for all students in all subject areas is reflected in day and after-school programs through subjects such as Ramp Up, Wilson Program, Literacy in Science, History of Mathematics. After-school programs for ITAVA students: SIFE Achieve 3000 for ELLs and Ramp Up, Destination Math, Math Team for all students who need extra support in Math, Literacy in Social Studies for ELLs, Credit Recovery Program: ELA, Math, Global Studies, ELA, and Science for all students who need help, Sport clubs for all students, Arabic, Spanish, French, and Haitian language programs support ELL Program,
7. LOTE Regents Prep (Haitian, French, Arabic, Chinese, Bengali, Spanish), and Saturday Academy for ELLs (SIFE grant)
8. Regents Prep after- school and Saturday program (Title I, Title III, Tax Levy).
9. Development of a portfolio assessment system.

### **Greatest Accomplishments:**

1. Relatively high student participation rate in school sport activities.
2. Unique academic cultural and linguistic program of courses to support the study of French language.
3. Native Language support for ELLs.
4. Computer Science course to support Math, encourage computer literacy and equip students for communication, work and life skills in the twenty-first century
5. Literacy courses History of Math, Literacy in Science, Literacy in Social Studies support writing and reading skills in Living Environment, Global Studies, and Algebra.
6. A Student Bill of Rights to include students in decision-making processes.
7. Individualized learning plans for each student
8. Small learning groups and classroom sizes
9. Twice a week combined staff planning sessions and PD
10. Two Department of Education Grants for ELLs: ESL Social Studies and SIFE.
11. ITAVA has a student government that meets twice a week and organizes student events such as a gardening club, movie night, spirit week, improve your school day, ITAVA Jeopardy, and spelling bees.
12. Student government focuses on building student moral and school pride. The events offered incorporate academic success and social activities.
13. School's web site [www.itava.org](http://www.itava.org) is used as a tool of communication with parents and students
14. Several outside Partnerships:
  - CAMBA is a non-profit agency that provides services that connect people with opportunities to enhance their quality of life. Youth Career Initiative (YCI): YCI provides 9<sup>th</sup> through 12<sup>th</sup> graders at Tilden Educational Campus, with job readiness and entrepreneurship skills training. Students are also placed in employment and internship positions and they start-up and run a small business project.
  - The French Cultural Committee (of New York);
  - The "18 MAI" COMMITTEE, INC TOUSSAINT L'OUVERTURE LEADERSHIP ACADEMY was founded in 1995, "18 Mai" Committee is a 501 (c) 3 cultural organization which is dedicated to supporting and strengthening Haitian immigrant lives in America. Its primary mission is to foster, promote and introduce projects that are aimed to enhance the general welfare of Haitian-

Americans. "18 Mai" Committee programs include: Haitian Cultural Awareness Week, the Haitian Woman's Foundation, and the Toussaint L'Ouverture Leadership Program.

- The Brighton Ballet Theater supports Music in Action Programs; Brighton Ballet Theater was created to preserve and further the tradition of classical and folk dance in New York City. The goals of BBT are: to provide an affordable and professional dance education and performance opportunities to all students, regardless of talent, ability or ethnic background; to serve as a community cultural oasis; to create a common ground through dance so children, of many ethnic and immigrant communities can interact and study other cultures through classical ballet and folk dances.
- B A M – African Dance program; Shakespeare Theatre,
- Metropolitan Museum of Arts – Art Program
- College Now at City Technical College, Brooklyn College and Medgar Evers College, CUNY: ITAVA students participate in college work (20 students participated in the Fall of 2007, 28 students were in the College Now Program in the Spring of 2008 semester, 60 –Summer 2008; 75 – Fall 2008).
- ITAVA students participated in College Now summer programs at LIU, Brooklyn College, Robotics Program, Medger Evers College, Leadership Program, and City Technical College, ESL Program.
- G-12 Science Research Project at Brooklyn College supports research Chemistry and Living Environment.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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Goal # 1: Mathematics: To increase the number of students in the school passing Mathematics course work. By June 2011 65 % of ITAVA students will meet standard level work as evidenced by a variety of measures including, course grades, students portfolios Regents Examination in Mathematics Regents examinations, unit tests, mid-terms and finals, and scholarship reports.

Goal # 2: Social Studies: Social Studies: To increase the number of students in the school passing Social Studies course work. By June 2011 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.

Goal # 3: ELLs: By June 2011, 15 % 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.

Goal # 4: Technology: By June 2011, 85% of students will produce a project that demonstrates the use of technology. Participate in school's Science and Technology Fair, G-12 Brooklyn College Program, and Robotics.

Goal # 5: Parental Engagement: By June 2011, 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

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 1: Mathematics: To increase the number of students in the school passing Mathematics course work. By June 2011 65 % of ITAVA students will meet standard level work as evidenced by a variety of measures including, course grades, students portfolios Regents Examination in Mathematics Regents examinations, unit tests, mid-terms and finals, and scholarship reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students will show an increase in passing Algebra and Geometry Regents Exams from the previous year All teachers and the leadership team will be engaged in monthly review of data from formal and informal sources. Starting September 15, 2010 teacher and administrators start reviewing and monitoring students goals Starting September 15, 2010 CFN team will provide professional development to staff members on goal setting, core curriculum planning Starting September 15, 2010 through the school year, Inquiry Teams will focus on the number of students who have not been able to make a year’s progress in Algebra and Living Environment and will share their findings with faculty. The inquiry team will publish monthly minutes of their findings. The inquiry team will share their findings at the faculties meetings. Starting September 15, 2010 ELL Team will focus teachers’ attention on the number of ELLs that have been in the ESL program less than a year, SIFE, and long term ELLs. The ELL team will share their findings with faculty and publish monthly minutes of their findings. Every department will implement formal interim assessments.</p>

	<p>The data specialist will organize data to assist teachers in understanding data and utilizing data to inform instruction. It is an on-going support</p> <p>The principal will conduct at least three faculty meetings that encourage low inference observations from data, surfacing of questions and teacher-generated action steps.</p> <p>School leadership team will disseminate articles and use texts and research on assessment and analyzing data</p> <p>School Faculty will participate in study groups focused on using assessment and data to differentiate instruction in classrooms and share best practices, data specialists will provide p/d sessions.</p> <p>Starting September 2010, all ITAVA teachers will have to create and regularly update students' assessment binders.</p> <p>The school leadership team will provide professional development activities on using data to support differentiation of instruction and quality teaching for ELLs (QTEL, QTEL Math, ESL Study Group))</p> <p>The data specialist will provide professional development sessions to support technology in the classrooms.</p> <p>The data specialist will provide professional development to use data to support differentiation and flexible grouping.</p> <p>All teachers will be trained in using ARIS and accountability tools</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>ARIS training for all teachers during common planning time- Tax Levy</p> <p>OELL training on how to understand data for ELLs- Title III, Title I, SIFE grant if granted</p> <p>Data specialist provides regular p/ds on assessment - Tax Levy, Title I</p> <p>ESL team presentations at the school's common planning time -Title III</p> <p>AUSSIE training for Math teachers - Title I</p> <p>The inquiry teams will share their findings at the faculties meetings - Tax Levy</p> <p>CFN training for APs on understanding data ( once a month)</p> <p>Science and Math workshops for parents - Title I, Title III, Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By December 2010, 90 % of teachers will use formal assessments to monitor student progress using a variety of assessments (Scantron, Achieve 3000, Destination Math, Acuity, Running Records, Conference Notes, Lab – R, NYSESLAT).</p> <p>By March 2011, 75% of teachers will use informal assessments to provide useful information to identify the individual strengths and weakness of each student in order to plan for differentiated instruction.</p> <p>By June 2011, 95% of teachers will use formal and informal assessments to provide useful</p>

	information to identify the individual strengths and weakness of each student in order to plan for differentiated instruction
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**Subject/Area (where relevant):** Goal # 2- Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Social Studies: <b>To increase the number of students in the school passing Social Studies course work.</b> By June 2011 65 % of ITAVA students will meet standard level work as evidenced by a variety of measures including, course grades, students portfolios Regents Examination in <b>Social Studies Regents examinations</b>, unit tests, mid-terms and finals, and scholarship reports.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will use formal assessments to monitor student progress (Scantron, Achieve 3000, Running Records, Conference Notes, Lab – R, NYSESLAT, and subject area tests). Teachers participate in Pilot Core Curriculum The use of informal assessments throughout the school year will provide useful information that helps teachers to identify the individual strengths and weakness of each student in order to plan for differentiated instruction. ITAVA students will show increase in passing Global Studies and US History Regents Examinations from the previous year measured by Regents examinations by June 30, 2011.</p> <p>All teachers and the leadership team will be engaged in monthly review of data from formal and informal sources. Review and monitor students goals Review lesson plans, Provide professional development to staff members on goal setting Inquiry Teams on each grade level will focus on the number of students who have not been able to make a year’s progress in Global Studies and US History and will share their findings with faculty. The inquiry team will publish monthly minutes of their findings. Inquiry teams will share their findings at the faculties meetings. ELL Team will focus teachers’ attention on the number of ELLs that have been in the ESL program less than a year, SIFE, and long term ELLs. The ELL team will share their findings with faculty and publish monthly minutes of their findings. Every department will implement formal interim assessments. The data specialist will organize data to assist teachers in understanding data and utilizing data</p>

	<p>to inform instruction.</p> <p>The principal will conduct at least three faculty meetings that encourage low inference observations from data, surfacing of questions and teacher-generated action steps.</p> <p>School leadership team will disseminate articles and use texts and research on assessment and analyzing data</p> <p>School Faculty will participate in study groups focused on using assessment and data to differentiate instruction in classrooms and share best practices.</p> <p>Create students' assessment binders.</p> <p>Review lesson plans and conduct formal and informal observations.</p> <p>Attend meetings sponsored by the CFN to support the use of data to inform instruction.</p> <p>The school leadership team will provide professional development activities on using data to support differentiation of instruction and quality teaching for ELLs (QTEL, ESL Study Group)).</p> <p>The data specialist will provide professional development sessions to support technology in the classrooms.</p> <p>The data specialist will provide professional development to use data to support differentiation and flexible grouping.</p> <p>All teachers will be trained in using ARIS and accountability tools.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>ARIS training for all teachers during common planning time- Tax Levy</p> <p>OELL training on how to understand data for ELLs- Title III, SIFE grant/if granted</p> <p>Data specialist provides regular professional development trainings on assessment -Tax Levy, Title I</p> <p>ESL team presentations at the school's common planning time Title III, Tax Levy, Title I</p> <p>AUSSIE training for Social Studies teachers Title I</p> <p>The inquiry team will share their findings at the faculties meetings. Tax Levy</p> <p>CFN training for APs on understanding data ( once a month)</p> <p>Social Studies workshops for parents Title I, Title III, Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By December 2010, 90 % of teachers will use formal assessments to monitor student progress using a variety of assessments (Scantron, Achieve 3000, Acuity, Running Records, Conference Notes, Lab – R, NYSESLAT).</p> <p>By March 2011, 75% of teachers will use informal assessments to provide useful information o identify the individual strengths and weakness of each student in order to plan for differentiated instruction.</p> <p>By June 2011, 95% of teachers will use formal and informal assessments to provide useful information to identify the individual strengths and weakness of each student in order to plan for</p>

	differentiated instruction
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**ELLs- English Language Learners**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal # 3: By June 2011, 15 % 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.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Language literacy support will be provided to all ELLs.  Participation in Mets Project provides support in teachers lesson planning.  Participation in Pilot Core Curriculum planning provides support in curriculum planning  Teachers will be scheduled for common planning time.  Conduct inter-visitations.  Conduct professional development to revise writing activities.  Conduct study of student work as part of professional development sessions.  Development of thematic units of study.  Implement thematic units of study.  Title III program and regular school programs will support academic development in Mathematics, Science courses, English Language learning, and Social Studies  Use of assessments to determine student learning and understanding of differentiation of instruction.  Create lesson plans to differentiate instruction</p>

	<p>Create students goals based on their needs. Creation of specific writing tasks and rubrics across subject areas. Implementation of thematic units of study and thematic units</p> <p>Provide professional development for all staff members to use ESL methodology to support ELLs and former ELLs across subject areas. Implementation of the Title III program for ELLs and ELL SIFE grant if granted.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Title I; Title III; Tax Levy; SIFE if the school receives the grant</b> Participate in ESL Study Groups- CFN and OELL training. QTEL training- all ITAVA teachers. OELL training. Also, the principal is a certified QTEL trainer - Title III, Title I, Tax Levy Participation in Mets Project provides support in teachers' lesson planning - Bill Gates Foundation Program. Participation in Pilot Core Curriculum planning – DOE Pilot program - Title III, Title I, Tax Levy P/D on mapping Curriculum – all ITAVA teachers participate in planning. P/D is being provided twice a week during common planning time that is reflected in teachers' s schedules - SIFE grant ; Title III, Title I, Tax Levy AUSSIE support for ELA/ESL, History, Math, and Science teachers - Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By November 2010, all ELLs will be programmed appropriately. ; ESL Inter. Assessment test By February 2011, all ELLs will be programmed based on their reading and writing By December 2010 all classes with ELLs will infuse academic language in instruction 75% of the time. By January 2011 at least three thematic units of study for Living Environment, Math, US History, and Global Studies will be created Agendas, P/D meetings, cabinet meetings, faculty and grade meetings</p>

**Subject/Area (where relevant):** Goal # 4: Technology

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal # 4: Technology:</b> By June 2011, 85% of students will produce a project that demonstrates the use of technology. Participate in school's Science and Technology Fair, G-12 Brooklyn College Program, and Robotics. .</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Starting September, 2010 all ITAVA students will be required to use technology in ESL, ELA, literacy courses, Math and Science courses. –ITAVA teachers will integrate the use of technology in instruction for all students.  By May 2011, every student will have to develop a power point presentation, or use Excel for a research project or develop a webpage- All teachers will increase the use of technology in all classrooms. Students will be required to do on –line research. Students will be able to create e-portfolios of their work that will demonstrate the use of technology.  Starting September 2010, technology team will provide support to all ITAVA teachers. Technology Team will provide on -going revision and additions to the schools website. Quality control committee selects materials for the school’s website.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Teachers will be provided support on instructional technology - Tax Levy, Title I  Professional development will be provided at faculty conferences, department conferences, after school workshops: Title I and Title III  Common planning time will be on modeling and sharing effective use of on line practices. Tax Levy, Title I  Teachers will be provided with professional development to use Smart boards, computers, and Microsoft Office- Title I and Title III.  Teachers will be scheduled for common planning time, inter-visitations, and professional development to review and revise activities for students – Tax Levy  AUSSIE training for teachers in technology - Title I  The inquiry teams will share their findings at the faculties meetings - Tax Levy, Title I</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By February 2010, all teachers will be required to create projects with students integrating technology 80% of the time.  By May 2010 80 % of students will participate in a schools technology exhibition or fair.</p>

**Subject/Area (where relevant):**  
**Parental Engagement**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 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</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Orientation sessions for parents of newly enrolled LEP students will be provided during the intake sessions. It is an ongoing process. Part of the intake procedure is to have parents individually meet with the Lab/ BESIS coordinator, parent coordinator, and other key staff members (ESL teachers). At the conference the parent is introduced to the program by first viewing the orientation video. A question and answer period occurs next.</p> <p>Starting October 2010, with the assistance of the Parent Coordinator, parental workshops will be offered on Saturdays. Topics will include Citizenship, ESL program description, Regents; college experience, and sessions with Haitian community groups.</p> <p>Starting November 2010, training sessions for parents in home work help, ESL, Math, Science , Social Studies and computer training once a week on Tuesdays.</p> <p>Monthly meeting for all ITAVA students will be offered very second Tuesday of the month.</p> <p>PTA will conduct special monthly workshops for all parents.</p> <p>Regular meetings with parents provide by teachers, guidance counselor, parent coordinator, and Principal of the school.</p> <p>Parents will be invited to participate in school trips and support all students’ activities. AP, trip coordinator, College Now coordinator, and students’ government coordinator are responsible to invite and include parents. It is an ongoing activity.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Orientation sessions for parents of newly enrolled will be provided during September 2010 or any other intake sessions. It is an ongoing process. – Title I, Title III, Tax Levy</p> <p>Orientation sessions for parents of newly enrolled LEP students will be provided during the intake sessions. It is an ongoing process. – Title I, Title III, Tax Levy, translation Title I</p> <p>Starting October 2010, with the assistance of the Parent Coordinator, parental workshops will be offered on Saturdays. Topics will include Citizenship, ESL program description, Regents; college experience, and sessions with Haitian community groups. Title I, Title III, Tax Levy</p> <p>Starting November 2011, training sessions for parents in home work help, ESL, Math, Science ,</p>

	<p>Social Studies and computer training once a week on Tuesdays – Title I.</p> <p>Monthly meeting for all ITAVA students will be offered very second Tuesday of the month. PTA will conduct special monthly workshops for all parents Title I, Title III, Tax Levy.</p> <p>Parents will be invited to participate in school trips and support all students’ activities. AP, trip coordinator, College Now coordinator, and students’ government coordinator are responsible to invite and include parents. It is an ongoing activity Title I, Title III, Tax Levy.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every month reviews of parental attendance of the schools’ meeting.</p> <p>By February 2011, all teachers will be required to present a workshop for parents in their subject area.</p> <p>By May 2011, 15% of all ITAVA parents will participate in technology workshop.</p> <p>By May 2011, 100% of newly enrolled ELLs will participate in orientation meeting and trainings.</p> <p>Minutes from the PTA /SLT/ESL meetings.</p>







## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	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	15	25	30	15	10	5	1	1
10	25	20	21	20	7	2	2	n/a
11	15	15	19	40	5	3	1	n/a
12	27	10	7	17	3	1	1	n/a

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

- 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.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA: Ramp Up, Wilson program; one –to –one tutorials, small group instruction; after school program; Saturday Academy; Achieve 3000</b></p>	<p><b>Ramp Up, Wilson Program – during the day and on Saturdays</b>  <b>Literacy for ELLs – Title III and SIFE programs.</b>  <b>Century 21</b>, 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><b>Mathematics: Destination Math; ; one –to –one tutorials, small group instruction; after school program; Saturday Academy</b></p>	<p><b>Destination Math, SIFE Saturday Academy; Title III after school for ELLs; after school tutorials</b>  <b>Century 21</b>, 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><b>Science: One –to –one tutorials, small group instruction; morning tutorials; after school program; Saturday Academy</b></p>	<p><b>Morning SIFE tutorials, Saturday Academy</b>          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><b>Social Studies: One –to –one tutorials, small group instruction; after school program; Saturday Academy</b></p>	<p><b>Morning SIFE tutorials, Saturday Academy</b>          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><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>Counseling during the day and after school, Saturday program: small group counseling and one – to –one sessions</b></p>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>During the day as one – to - one sessions</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Counseling during the day : small group counseling and one – to –one sessions</b>
<b>At-risk Health-related Services:</b>	<b>One-to-one sessions</b>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

### **Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.**

LAP: 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. 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 will be taught by a licensed ESL or subject area teachers using ESL methodology. Our language Allocation Policy is designed to reflect the individual needs of every ELL student. The direction and qualitative characteristics of the instructional program depends on the initial assessment of the students' individual educational needs, cultural and linguistic specificity of student population, and the quality, scope and focus of professional development offered to the school personnel serving the ELL students. The languages and cultures of the ELL student body have become an integral part of ITAVA High School culture. The ELL parental community has also become an integral part of ITAVA.

The committee will meet once a month, starting September 2009- June 2010 to discuss the most pressing issues pertaining to the ELL students.

According to the latest statistics, we serve 95 ELL students. All students are in a free-standing ESL program as pre parental choice.

There are 84 beginning students who receive 540minutes of ESL per week; nine (9) intermediate students who receive 360 minutes of ESL, and two (2) are advanced students who receive 180 minutes of ESL and 180 minutes of ELA instruction. We serve 24 freshmen in our ESL classes. According to the parent program selection surveys, 50% of the parents who filled out the form prefer their children to participate in our ESL program. The Haitian group is increasing in number. The majority of our ELL students are at the Beginning level of English Language proficiency according to the NYSESLAT and/or LAB-R results.

The ELL population is composed of 155,135 out of 155 are SIFE students. Our school is a new school that opened its doors on the 4<sup>th</sup> of September 2007. The school is over its capacity. In 2009-2010 school year, the school received budget for 270 students. Out of 270 students, school received budget for 91 ELLs. Currently, 377 students are enrolled. Out of 377 students 155 are ELLs. The school has more ELLs when it was projected. The gap in budget for ELLs is very big. 19 newcomers, ELLs, are not properly supported by the school budget. We will have 9 -12 grades this year.

For the free-standing ESL program participants, content area classes are taught in English. The stronger modalities are listening and reading. The students are able to answer questions on a reading comprehension part of the test. The weaker modalities are speaking and writing. We are addressing this issue by providing a balanced literacy course to all ELLs both after school and on Saturdays. We are also providing a review of the NYSESLAT and focusing on the speaking and writing component. The ESL teacher is licensed. All ELLs are taught by licensed content area teachers who use ESL methodologies. All students receive ESL instruction as per CR Part 154. Moreover, 21 ELLs that are at the beginning level are grouped together for the content area instruction. During the content area instruction our ESL or ELA teachers push in to support ELLs. Students participate in Ramp Up and Wilson programs based n their needs. The teachers are in the process of studying the most recently developed QTEL methodologies.

Content area Language Allocation Policy is reflected in the specifics of differentiated instruction under the workshop model, and in the types of scaffolding techniques utilized by the content area ESL teachers. The ESL and content area teachers are highly qualified, appropriately licensed, and either already have been trained in QTEL or are enrolled in the QTEL training. The grouping in each classroom setting reflects the results of initial assessment of students' individual linguistic ability, as it is reflected in the LAB-R and/or NYSESLAT score. Constant formative evaluation conducted by each teacher will provide the data for the flexible differentiated grouping according to the students' linguistic abilities. Since the focus of each content area lesson is not only the subject matter, but also the language development process, the grouping for instruction will allow for interaction in both English and native language according to the individual educational needs of the students. All teachers, ESL, and content area teachers will devote their time to the development of academic language skills. The use of glossaries, dictionaries, word walls, the structure and focus of various homework assignments will foster the successful development of such skills. Each classroom contains systematic collection of libraries available for both students and teachers. The professional libraries, displayed materials, and other resources will allow the students to be grouped according to their programs, and the teachers to coordinate their efforts in serving each particular program. The ELL student-centered instruction will be focused on the expansion of the students' Zone of Proximal Development (Vygotsky, 1966). Therefore, socialization will become the main vehicle in the process of language development. The learning communities organized for this purpose will be formed on the basis of compatibility of individual educational needs, including the linguistic ones, of all the participants. This is why the use of a WORKSHOP MODEL would be so effective. Such an educational approach will foster the development of learning communities, allow for differentiated instruction and the appropriate use of both native and English language, according to the individual educational needs of every student. Materials will be made available in as many languages as possible. Scaffolding will be appropriately selected for the educational benefit of each student. Assessment and evaluation instruments, while standard-based, will reflect the need for qualitative analysis of individual student achievement. Culturally specific curricular and assessment process should reflect the ethnic and language diversity of the ELL students served. Every teacher and other staff member will be actively involved in the continuous staff development process focused on the issues of addressing the unique educational needs of ELL population in the building. Topics such as, will be addressed in a series of workshops offered to every staff member working with the ELL population.

- Scaffolding Instruction for ELLs
- QTEL methodologies
- The use of a native language in a content-area classroom
- Differentiated instruction
- Effective assessment and evaluation
- Using technology in a content area ESL classroom

A system of inter-visitations will allow for constant formative assessment and evaluation of the methodological approaches, linguistic specificity, and cultural adjustments to be made in the classes. It will also provide an opportunity for integrated approach to curriculum planning among the various staff members.

The school has already opened an after school program that supports ELLs. Afterschool support is the part of the school's extended day. These services allow the students to strengthen their English and content area skills, as well as their test taking skills.

Our newly admitted ELLs and their parents have a chance to meet with the school's Parent Coordinator, who assists them during the admission and/or program selection process. Special informational meetings for the parents of newcomers are organized several times a year. Translators and interpreters are assisting the parents and families during these meetings. All written communications sent home are translated in the parents' native language.

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.

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 into consideration, we created Computer Science course, 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.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) 9, 10, 11, 12      Number of Students to be Served: 155      LEP 19      Non-LEP

Number of Teachers 9      Other Staff (Specify) Guidance counselor, school aid  
Building Instructional Program/Professional Development Overview

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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It Takes A Village Academy is a new school that was opened its doors at Tilden Campus. It is a growing school that takes in new students every day. It Takes a Village Academy High School has a diversified ELL population. ITAVA students speak French, Haitian, Arabic, Bengali, Chinese, Punjabi, and Spanish. 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 152 ELLs, 135 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, and Literacy in Social Studies, PSAT prep, Research in Science, Art, Robotics, and 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. 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.

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 will be taught by a licensed ESL or subject area teachers using ESL methodology. Students will be exposed to trips that are connected to the Living Environment and Social Studies programs. Beginners ELLs will be exposed to Rosetta Stone program to improve their listening skills. Books on tape and leveled books from Pearson in Science and Social Studies will support ELLs who are beginners and low intermediate with improving their listening, comprehension and reading skills in content area subjects.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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ITAVA is a new small high school. Out of 376 students, 155 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 2010-11 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 the 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.

**Dates: September 27, October 26, November 3, January 23, February 20, April 5, May 22 from 2:00 p.m. to 4.00 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.

**After school program:**

Math –Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions starting day September 25, 2010  
Spring Semester 14 weeks, twice a week, one hour each session; 28 sessions, January 21, 2011  
Science Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions starting day September 25, 2010  
Spring Semester 14 weeks, once a week, one hour each session, 14 sessions, starting day January 25, 2011.  
ESL Fall Semester -14 weeks, four times a week, one hour each session, 56 sessions September 25, 2010  
Spring Semester 14 weeks, once a week, four times a week, one hour each session; 56 sessions, January 25  
7. NYSESLAT prep. 14 weeks, twice a week, one hour each session; 28 sessions January 25.  
8. 2011; LOTE prep: French, Spanish, Haitian, And Arabic  
French - once a week, one hour each session, 14 sessions, starting day January 25, 2011.  
Haitian - once a week, two hour each session, 28 sessions, starting day January 25, 2011.  
Spanish - once a week, two hour each session, 28 sessions, starting day January 25, 2011.  
Arabic - once a week, two hour each session, 28 sessions, starting day October 25, 2010.

**Section III. Title III Budget**

School: 18K563 BEDS Code: 331800011563

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$16,470.00	<b>366 hours of per session for ESL and General Ed teacher to support ELL Students: 2366 hours x \$45.00 (current teacher per session rate with fringe) = \$16,470.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		<b>Does not come out of Title III budget</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,500.00	<b>1. Books on Tape - -\$ 500.00 2.Three Cassette Recorders - \$300 3. Three sets of headphones - \$ 300 4. Leveled Books from Pearson in Science and Social Studies-\$900</b>

<b>Educational Software (Object Code 199)</b>	\$2,000.00	<b>2 Rosetta Stone language development software packages for after-school program</b>
<b>Travel</b>	\$2,850.00	Trips to Museum of Natural Sciences- Hands on Labs December - \$ 275 February \$ - 200 March - \$300 April \$ 275 May \$300 Metropolitan Museum November 4, December 3, March ,April \$375.00 per trip - \$1,500.00
<b>Other</b>		
<b>TOTAL</b>	\$23,820.00	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

**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**

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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. **Parents were given survey to discover their needs in written and oral translation services.**
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.

90% parents of ELLs need help through oral and written translations.

#### **Part B: Strategies and Activities**

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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. Translators are provided to translate all documents, invitations, school activities and functions. School letters are translated into parents' native language to invite them to Orientations, After School and Saturday Academy classes. There are school documents to be translated into a parent's native language. The school's staff and teachers translate school letters, transcripts, SIFE, TITLE III letters, students' class Schedule for Academic Intervention Services, workshop, International Fair, workshop flyers, meetings, orientations etc. into parents' native language. The school provides translators in the following languages: Arabic, Bengali, Haitian Creole, French, and Spanish.
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.
3. Working collaboratively with the International Interpreters and Translators Committee, a schedule of interpreters is available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselors' conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings, and meetings with Assistant Principals etc. The schedule of interpreters consists of teachers, parents, and students.

4. 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>.

<p><b>Goal:</b> 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.</p>	
<p>5. <b>ACTION STEP – WHAT needs to be done to accomplish goal?</b> Refer to specific actions, strategies, and activities described in Part B.</p>	<p>Translators are provided to translate all documents, invitations, school activities and functions. School's letters are translated into parents' native language to invite them to Orientations, After School and Saturday Academy classes. There are school documents to be translated into a parent's native language.</p> <p>A schedule of interpreters is available before school, during school hours and after school hours. This schedule for interpreters will assist the parents during admission, programming, guidance counselor's conference, dean's conferences, principal's conference, meetings, parents' orientations, attendance, Parents/Teachers conferences, PTA meetings, meetings with Assistant Principals etc. The schedule of interpreters consists of teachers, parents, and students etc.</p>
<ul style="list-style-type: none"> <li><b>WHEN?</b> Implementation Timeline: Start/End Dates, Frequency, and Duration</li> </ul>	<p>During the school day, after school and for evening workshops (once a month on Tuesdays) and meetings for parents of ELLs for the school year 2010-2011.</p>
<p><b>BY WHOM?</b> Person(s) or Position(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<p>The school's staff, teachers translate all school's letters, transcripts, TITLE III letters, students' class Schedule for Academic Intervention Services, workshop, School Fairs, workshop flyers, meetings, orientations etc. into parents' native language. The school provides translators in the following languages: Arabic, Haitian Creole, French, Bengali, and Spanish.</p>
<p><b>SUPPORT Resources/Cost/Funding Source</b> (including fiscal and human resources)</p>	<p>A grant for interpreters and translators. An International interpreters and Translators Committee was formed to nominate interpreters and have a plan.</p>
<p><b>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</b></p> <ul style="list-style-type: none"> <li>➤ Interval of Periodic Review</li> <li>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</li> </ul>	<p>As an evaluation for the International Interpreters and Translators program, we interview parents, guidance counselors, and teachers, etc We will give surveys to all staff members as an evaluation of the program. This program assists the parents of ELLs to communicate in their native language and to be understood by the staff, teachers, coaches, and guidance counselors. This program provides translators to translate many school documents in parent's native languages. We have a committee of International Interpreters and Translators that meets once a month.</p>

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	315,317	\$49,948	\$365,265
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,153	\$1,700.	\$4,853
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,766	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,532	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_ 100% \_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**It Takes A Village Academy (ITAVA)**  
**Title I Parent Involvement Policy and Parent-School Compact for 18K563**  
**It Takes A Village Academy**

**Section I: Title I Parent Involvement Policy**

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 PS/MS/HS XX, *[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. PS/MS/HS XX'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 Advisory Council, as trained volunteers and welcomed members of our school community. It Takes A Village Academy, 18K563 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (literacy, ESL, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. 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;
7. providing workshops for parents on college applications, financial aid, and college grants;
8. providing information to parents on health aid, community based organization, legal support, and job training.

It Takes A Village Academy, 18K563 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 It Takes A Village Academy, 18K563 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, It Takes A Village Academy, 18K563 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.
  - providing workshops for parents on college applications, financial aid, and college grants;
  - providing information to parents on health aid, community based organization, legal support, and job training.

**It Takes A Village Academy will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- ~~Title I Parent Advisory Council~~; participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and encouraging meaningful parent
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center 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; and
- 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;

## **Section II: School-Parent Compact**

PS/MS/HS XX, [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. PS/MS/HS XX staff and the 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.

## **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 State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

### **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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- providing workshops for parents on college applications, financial aid, and college grants;
- providing information to parents on health aid, community based organization, legal support, and job training.

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
  - planning activities for parents during the school year (e.g., Open School Week);
  - providing workshops for parents on college applications, financial aid, and college grants;
  - providing information to parents on health aid, community based organization, legal support, and job training.

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**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. I will also:
  - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
  - share responsibility for the improved academic achievement of my child;

**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; and
- always try my best to learn
- wear school uniform

- participate in school activities

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by September 27, 2010 \_\_\_\_\_ on \_\_\_\_\_ School's PTA meeting \_\_\_\_\_.

This Parent Involvement Policy was updated on \_September 30, 2010\_\_\_\_\_.

The final version of this document will be distributed to the school community on \_October 1, 2010\_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## 1. **It Takes A Village Academy (ITAVA)**

### PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

It Takes A Village Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with

Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—  
that parents play an integral role in assisting their child’s learning;

that parents are encouraged to be actively involved in their child’s education at school;

that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. ITAVA will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:
  - Involve parents in discussions regarding the Parental Involvement Plan at all PTA meetings
2. ITAVA will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:
  - Parent members of the school leadership team will participate in the annual PASS Review of the School
    - Parents will be interviewed as part of the school’s Quality Review
  - Parent surveys will be a vital part of the School’s Progress Report process
3. ITAVA will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
  - SIFE; G-12 Science Program

4. ITAVA will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

**5. ITAVA will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:**

- **The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –**

- **the State's academic content standards;**
- **the State's student academic achievement standards;**
- **the State's and local academic assessments including alternate assessments;**
- **the requirements of Title I, Part A**
- **how to monitor their child's progress and how to work with educators.**

- **The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:**
  - **providing Parent workshops and courses dealing with computer training**
  - **Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners**

- **The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:**
  - **Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.**
  - **Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner**

- **The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:**
  - **Involving parents in the regular activities of the school**

*Involving parents in the Student of the Month breakfast assemblies–*

● *The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:*

*school letters are– translated and ELL students are provided with native language letters of school events*

*Translation services information are posted in the school lobby in– the appropriate native languages*

**Part III DISCRETIONARY SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

**NOTE:** *The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1118-*

*Parental Involvement- (e) Building Capacity for Involvement of the ESEA:*

*Other activities may include:*

● *providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;*

● *in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.*

● *The school is developing appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.*

**PART IV ADOPTION**

*Department of Education of the City of New York*

**ITAVA**

*Marina Vinitskaya, Principal*

*This policy was adopted by ITAVA 06/02/10 and will be in effect for the period of 2010-11. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2010.*

*Marina Vinitskaya*

*(Signature of Principal)*

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Based on the Inquiry team research, DATA analyses, ITAVA realizes that literacy is the cornerstone of education. In June and August 2010, we received NYSESLAT scores for ELLs, Regents results for Living Environment and Algebra for our students. Also, the ninth grade enrollment of 2010 reflected 41 students who were on Levels I and II in Mathematics and ELA.

We carefully evaluated academic results of the school year 2009- 2010, courses and created programs for 9<sup>th</sup> and 10<sup>th</sup> graders that reflect strong literacy component for all students. Out of 376 students, 155 are English Language Learners. 108 students out of 376 ITAVA students based on the ROAG ATS report are over aged. Therefore, ITAVA's central component within our organization is a focus on literacy.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

The ITAVA's unique curriculum supports literacy support for all students: Such courses as Introduction to Computer Science, Computer Science Course, History of Mathematics, History of Geometry, Marine Science, Literacy in Science, Literacy in Social Studies (for ELLs) have been developed to support academic language and literacy in Algebra, Geometry, Living Environment, Earth Science, Chemistry, Research in Science, and Global Studies, focus students interest on research and non fiction reading in these areas. Ramp Up and Wilson program support the students who are 5- 6 levels below high school levels of literacy.

3. Instruction by highly qualified staff.- 100%

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Core Curriculum p/d, QTEL, ESL study groups, data analyses p/d

5. Strategies to attract high-quality highly qualified teachers to high-need schools. Professional development offered by DOE, CFN, OEL and in house p/ d support teachers . the professional development is focused on literacy strategies, on meeting State's student academic standards. Also, professional development is being regularly offered to parents to support them in helping their children at home

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Inquiry team meeting, common planning, academies meeting support and include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. We opened a Saturday Academy on September 25, 2010 for all parents. The focus of academy is to support parents with technology, literacy, ESL and how to help students at home. It is, also, the school goal to improve parental involvement in ITAVA. On going communication with teachers and parents, SLT meetings, consistent p/d for teachers, parents and administrators, curriculum planning, evaluation of students' work and common planning, inquiry team meeting, sharing research and findings at common planning support students and help to identify their needs immediately.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Students and parents receive job training from CAMBA, Saturday Academy for parents , technical education for students have been offered during the day and on Saturdays . Parents receive technical and literacy training on Saturdays.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓) in the left column below to verify that
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>2</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	the school has met the intent and purposes <sup>3</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** In good standing      **SURR<sup>4</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 4 students
2. Please describe the services you are planning to provide to the STH population. Additional academic support, provide support for parents, literacy, job training, computer courses, resume writing, training for job interviews.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	It Takes a Village Academy						
<b>District:</b>	18	<b>DBN:</b>	18K563	<b>School</b>		331800011563	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.0	90.8	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	86	103	93				
Grade 10	104	93	101				
Grade 11	0	92	94				
Grade 12	0	0	82				
Ungraded	1	1	2				
<b>Total</b>	<b>191</b>	<b>289</b>	<b>372</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	61.5	80.1	86.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	87.8	87.8

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	14	20

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	30	40	73

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	3	3	4	Principal Suspensions	21	28	20
# in Collaborative Team Teaching (CTT) Classes	3	7	16	Superintendent Suspensions	1	5	5
Number all others	2	5	16				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	79	150	TBD	Number of Teachers	6	12	26
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	2	3	6

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	16	86	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	23.1
				% more than 5 years teaching anywhere	33.3	33.3	53.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	67.0	76.9
American Indian or Alaska Native	0.5	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	97.9	100.0
Black or African American	90.1	88.2	89.8				
Hispanic or Latino	6.3	6.9	6.2				
Asian or Native Hawaiian/Other Pacific	2.6	4.2	3.0				
White	0.5	0.0	0.3				
<b>Male</b>	47.1	47.1	47.3				
<b>Female</b>	52.9	52.9	52.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>			NR
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data			
School Environment:			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 605</b>	District <b>18</b>	School Number <b>563</b>	School Name <b>ITAVA</b>
Principal <b>Marina Vinitzkaya</b>		Assistant Principal <b>Anthony Veneziano</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Ms. Roesch/Social Studies</b>		Guidance Counselor <b>Ms. Goodridge</b>	
Teacher/Subject Area <b>Ms. Ruchanskaya/ESL</b>		Parent <b>Ms. Augustin Bigoux</b>	
Teacher/Subject Area <b>Ms. Manolato/Math</b>		Parent Coordinator <b>Ms. Raymond</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Ms. Karp</b>		Other <b>type here</b>	

### B. 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	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>376</b>	Total Number of ELLs	<b>166</b>	ELLs as Share of Total Student Population (%)	<b>44.15%</b>
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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.

- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
- Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

## 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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	3	1	8
<b>Push-In</b>										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	4	2	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	155	<b>Newcomers (ELLs receiving service 0-3 years)</b>	152	<b>Special Education</b>	2
<b>SIFE</b>	130	<b>ELLs receiving service 4-6 years</b>	2	<b>Long-Term (completed 6 years)</b>	1

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.

	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	
<b>TBE</b>										0

Dual Language																				0
ESL	151	127	1		2	2	1		1											154
Total	151	127	1		2	2	1		1					0	0					154

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	4	2	15
Chinese														0
Russian														0
Bengali										2	3	2	1	8
Urdu										0	1	0	0	1
Arabic										2	3	2	1	8
Haitian										15	20	17	10	62
French										12	15	17	11	55
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2	2	1	7
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	39	47	44	26	156

# 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 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).
  - e. Describe your plan for ELLs identified as having special needs.

ITAVA is located at the heart of the East Flatbush community. The school has a diverse population of approximately 376 students, with about 42% of whom do not use English as their first language. The school is in good standing. It Takes A Village Academy is a new school that opened its doors at Tilden Campus. It is a growing school that takes in new students every day. It Takes a Village Academy High School has a diversified ELL population. ITAVA students speak French, Haitian, Arabic, Bengali, Chinese, Punjabi, and Spanish.

All new entrants are screened by LAB BESIS coordinator, AP or the principal who are licensed in ESL. All parents of new students are given HLIS. This survey determines whether students 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. Testing is completed on the day of enrollment or 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 coordinator, Ms. Raymond who speaks French and Haitian- Creole, AP Mr. Veneziano who speaks Spanish and French together with the ESL teachers who speak Spanish, French, school aid who speaks Arabic, Math teacher who speaks Chinese, Science teacher who speaks Bengali and Punjabi if needed provide families with assistance in placement and at the meetings with parents. Parents have to choose ESL, Bilingual or Dual Language program. Based on the parental choice, the school provides ESL program only. 90% of Haitian-Creole parents choose ESL program, 4% are in favor of a dual language program (6 parents) and 6% are in favor of a bilingual program (9 parents). Spanish and French speaking parents favor ESL program as well (93% are in favor of the ESL program). All Arabic and Bengali speaking parents selected ESL programs for their kids.

The LAB-R is used at the beginning of the year to place students in the ESL program. At the beginning of the school year NYSESLAT is used for students who were in the program the year before to place ELLs in the ESL program. NYSESLAT is used at the end of the school year for all ELL students to measure adequate progress.

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 ELLs 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.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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 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.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs in each grade?
2. How much of the instructional day are 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)?

No Dual Language Program

### 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.

ITAVA is a new small high school. Out of 377 students, 155 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 2010-11 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

## 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?

Orientation sessions for parents of newly enrolled LEP students are provided during the intake sessions. Part of the intake procedure is to have parents individually meet with the Lab/ BESIS coordinator and other key staff members. At the conference the parent is introduced to the program by first viewing the orientation video. A question and answer period occurs next.

As the part of the Title III and SIFE programs, with the assistance of the Parent Coordinator, parental workshops will be offered on Saturdays.

Topics include Citizenship, ESL program description, Regents; college experience, and sessions with Haitian community groups.

Schedule:

September 15, 2010

September 30, 2010

October 1, 2010- ESL/Bilingual Program description

October 8, 2010 – Requirements for High School graduation and Regents exams

October 15, 2010 – Citizenship Classes

October 22, 2010 – Citizenship Classes

October 29, 2010 - College Experience

November 5, 2010 - Haitian Community Groups

November 12 2010 – Haitian Community Groups

April 1, 2011 – Test Prep

April 8, 2011 – College Experience

April 15, 2011 – Application Process

Training sessions for parents will be held in ESL for 1 ½ and computer training 1 ½ for 14 weeks on Saturdays ste response to questions 1-4 here

# 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)										35	2	2	0	39
Intermediate(I)											35	35	12	82
Advanced (A)											9	12	13	34
Total	0	0	0	0	0	0	0	0	0	35	46	49	25	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										28	2	2	0
	I										9	18	12	5
	A										2	12	15	7
	P										0	12	15	13
READING/ WRITING	B										28	2	2	0
	I										11	20	15	11
	A										0	20	25	10
	P										0	1	1	4

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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	45		40	
Math <u>Algebra</u>	80		64	
Math <u>Geometry</u>	60		50	
Biology				
Chemistry	50		35	
Earth Science	5		5	
Living Environment	80		0	
Physics	15		11	
Global History and Geography	70		45	
US History and Government	50		45	
Foreign Language	80			78
Other				
Other				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

18K563 is a high school. ECLAS-2, EL SOL Fountas and Pinnell do apply to the students. The school uses in house Math, Science and ELA assessments, Scantron in ELA and Math , Achieve 3000 data to determine students needs. Based on the assessments and prior education

**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

## Additional Information

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.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		