

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

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

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

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

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

### **Part A: School Information**

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

### **Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 119	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 4

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLs participate in the morning and afternoon tutorials. All new entrants are screened to determine whether they are candidates for ELL/LEP, using appropriate and approved screening and diagnostic instruments. Further, the initial identification of ELL/LEP students through the Home Language Identification Survey (HLIS) along with LAB-R testing is completed within 10 days of enrollment. The parents are invited to attend an orientation session where they become informed in their native language of the different programs offered. The parent coordinators at our school together with the ESL coordinator provide families with assistance in placement. The NYSESLAT is used at the end of the school year to measure adequate progress. Title III funds allocated to ITAVA. will be used to provide supplementary services to the at risk ELLs, SIFE ELLs and long-term ELLs. NYSITELL results, NYSESLAT, Regents, Acuity and school based assessments will be used for placement purposes. The program will consist of the morning and extended day and after school small group supplemental instruction in Math (ESL teacher pushes in), English (team teaching with an ESL teacher), Science - LE teacher (LE teacher has an ESL certification), ELA, and ESL (two ESL teachers). The classes will be taught by a licensed ESL or subject area teachers using ESL methodology. Based on the Regents data, RLAT report, credit accumulation report, SIFE tests, and CR Part 154, most of our ELLs need additional academic support. Most of current 9 grade students have just immigrated to United States and joined the school. They need help in ESL, Math, Science, and Social Studies. Most of them are SIFE. Our current 10 graders, 50%, joined the school between November 2013 and April 2014. Most of them are SIFE. They need to take Regents in January and need to have additional support in Living Environment, Integrated Algebra. In June, they will have to take Global Regents, due to language problems, these students need support in Social Studies as well. Our current 11 grade students need additional support in the ELA Regents prep, Social Studies Regents prep, and Geometry prep. Most of them are SIFE. Our current 12 graders need support in credit accumulation, Regents prep in ELA and Social Studies.

1. Math –Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions Starting day October 1, 2014 - January 22, 2015. One Math teacher will conduct an extended Math program (Intergated Algebra) from 3: 15 p.m. - 4:15 p.m. ESL teachers will push in. One certified math teacher will be conducting instruction on Wednesdays and Thursdays from 4: 15 p.m. - 5: 15 p.m. An ESL teacher is supporting the class as a team/teacher. There will be 15 students in each group.

2. Spring Semester 14 weeks, twice a week, one hour each session; 28 sessions, February 3, 2014 - May 25, 2015. One certified math teachers (Geometry) will be conducting instruction on Wednesdays from 4: 15 p.m. - 5: 15 p.m. An ESL teacher is supporting a class as a team/teacher. There will be 15 students in each group

## Part B: Direct Instruction Supplemental Program Information

3. Science Fall Semester -14 weeks, twice a week, one hour each session, 28 sessions Starting day October 1, 2014 - January 22, 2015. One dually certified LE teacher (ESL and Living Environment) will be conducting instruction on Tuesdays from 7: 30 a.m. - 8:30 a.m. and on Wednesday from 4:15 p.m. - 5:15 p.m.. There will be 15 students in each group.

4. Science Spring Semester 14 weeks, once a week, one hour each session, 14 sessions, Starting day February 3, 2014 - May 25, 2015, on Thursdays from 4: 15 p.m. - 5: 15 p.m. One dually licensed ESL and Living Environment teacher will be providing services. There will be 15 students in each group.

5.. ESL Fall Semester -14 weeks, four times a week, one hour each session, 56 sessions October 1, 2014 - January 22, 2015 on Mondays, Tuesdays, Thursdays, and Fridays from 7: 30 a.m. - 8: 30 a.m.. One certified ESL teachers will be conducting morning instruction. There will be 18 students in each group.

6. ESL Spring Semester 14 weeks, once a week, four times a week, one hour each session; 56 sessions, February 4, 2015 - May 4, 2015 on Mondays, Tuesday, Thursdays, and Fridays from 7: 30 a.m. - 8: 30 a.m. One certified ESL teacher will be providing services. There will be 18 students in each group.

7. NYSESLAT prep. 18 weeks, once a week, one hour each session; 18 sessions February 4, 2015 - June 8, 2015 on Tuesdays and Wednesdays from 4: 15 p.m. - 5: 15 p.m. . One certified ESL teachers will be conducting instruction. There will be 18 students in each group.

8. Social Studies Fall Semester 14 weeks , three times a week, one hour each session from 7:30 a.m. - 8: 25 a.m. October 15, 2014 - January 22, 2015 - Tuesday and Wednesday ( Global History), Thursday ( US Hstory 12 graders) . One dually certified Scial Studies teacher will be providing services . There will be 25 students in each group.

Spring Semester 14 weeks, tree times a week 7: 30 a.m. - 8: 25 a.m. February 21, 2015 - June 6, 2015 - Tuesday and Wednesday ( Global History) , Thursdays 11 and 12 graders (US History) . One dually certified teacher in ESL and Social Studies will be provididng cerficiies. There will be 25 students in each group.

Trips to Natural Sciences are important for ELLs as it is an exposure to hands on Labs. Science teacher and ESL teacher will escort children to the museum. Hands on Labs are the part of the after school reinforcement in Science. In order to take and be better prepared to the Living Environment Regents examination that they all take in June 2015. ELLs have been engaged in these activities. Also, students need to be introduced to the culture and of the city of New York. Metropolitan Museum visists supports students in preparation to Global and US History examination. Visits to museums expand their horizons and enrich their experience and academic vocabulary. Proposed trips start in October until the end of May, two trips a month. They will help students to be better prepared to the Living Environment Regents examination that they all take in January 2015 and June 2015. In order to support students' preparation for the NYSESLAT and ELA Regents examinations listening parts for the tests, books on tapes and " Dictations for Discussions" will be purchased with the Title III grant. In this book, there are over 50 dictation activities in four different formats:

- Partial Dictation. Listen and fill in the blanks
- Paired Dictation. The students dictate passages to each other;
- Dictogloss. Listen and recreate the passage;
- Prediction.

To make the dictations fresh and challenging topics for discussion, the authors have selected them from

## Part B: Direct Instruction Supplemental Program Information

a variety of authentic sources - the web, magazines, and newspapers. They are widely appealing human-interest stories with important cultural issues embedded in them. There are six different topical areas to choose from: Cultural Trends; • Money and Work; • Holidays / Special Events; Ethics; Health; • Language Facts and Fun. It is a supplementary program for advanced and high-intermediate ELL students. Books on Tapes: There are top nine educational benefits of Audiobook Listening as per by Pam Spencer Holley who is a Past President, YALSA (ALA's Young Adult Library Service Association). These are the factors that make audiobook listening very important for ELLs. Teens everywhere seem to have headphones on or in their ears. This fact, together with studies showing a positive correlation between listening to audiobooks and reading improvement, is leading teachers to use audiobooks in their classrooms. With this increase in audiobook usage, the research of educational literature proves listening is important, beyond just the enjoyment factor. Here is that list. Audiobooks increase vocabulary skills, improve speaking and writing skills, introduce storytelling, an important tradition in human history, engage imagination by allowing students to create mental images of the story, improve listening skills — essential in this multimedia world, make mundane yet necessary tasks (exercising, dishwashing, room cleaning) more tolerable, keep students informed of popular books or latest releases from favorite authors, and improve ability to multi-task and complete assignments simultaneously, and listening is an important step for becoming a life-long reader. Penguin Readers Penguin Readers and Penguin Active Reading from Pearson Longman provide books that students really want to read and to nourish a sense of achievement and growing confidence from successful reading by presenting books, with appropriate support material, that are accurately tuned to their levels of reading. There are suggested in seven levels. It is a supplementary program for beginners, advanced and intermediate students. Achieve 3000 builds a foundation of fundamental vocabulary and essential language structure, phonemic awareness, and develops the English language skills for social interactions, learning to share your ideas, and opinions in English, and helps them to become college ready . It is a supplementary program for beginners , intermediate students, advanced and former ELLs.It supports Science and Social Studies as well. Computer based program" Study Island" supports students in all Regents preparation. Apandea Math supports students development in Integrated Algebra.

## Part C: Professional Development

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

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

Begin description here:

Topic 1: Services for ELLs

Rationale: To introduce services and programs for ELLs, NY City and State Mandates, types of programs and structure

Date: September 22, 2014

Time: 2:20 p.m. - 3:40 p.m.

Name of Provider: Marina Vinitzkaya

## Part C: Professional Development

Audience: Teacher who participate in the Title III program and all teachers of ELLs

Topic 2: Supporting ELLs' Achievement: Oral Language Development

Rationale: To introduce strategies how to build foundations and to develop ELLs' oral language

Date: October 20

Time: 2:20 p.m. - 3:40 p.m.

Name of Provider: Marina Vinitzkaya

Audience: Teachers who participate in the Title III program and all teachers of ELLs

Topic 3: Scaffolding strategies

Rationale: To introduce types of scaffolding, structure and process

Date: November 17

Time: 2:20 p.m. - 3:40 p.m.

Date: November 20, 2014

Time: 11: 15 a.m. - 12: 00 p.m.

Date: December 17

Time: 2:20 p.m. - 3:40 p.m.

Name of Provider: Marina Vinitzkaya

Audience: Teachers who participate in the Title III program and all teachers of ELLs

Topic 4: Academic Vocabulary and Disciplinary Language

Rationale: To introduce strategies to engage students in activities that develop ELLs academic vocabulary and Disciplinary Literacy for ELLs to support their success in reading and understanding texts of increasing complexity.

Date: February 2 and March 2

Time: 2:20 p.m. - 3:40 p.m.

Name of Provider: Marina Vinitzkaya and Dr. Saha, "Generation Ready" coach

Audience: Teacher who participate in the Title III program and all teachers of ELLs

Topic 5: Text Complexity in Content Area Subjects

Rationale: To help prepare students to be college and career ready

Date: April 6 and May 11

### Part C: Professional Development

Time: 2:20 p.m. - 3:40 p.m.

Name of Provider: Marina Vinitzkaya and Dr. Saha

Audience: Teacher who participate in the Title III program and all teachers of ELLs

The Title III workshops have been specifically designed for ESL and Subject Area teachers who will be involved in the Title III Program. The focus of these P/D sessions will be how to infuse content area vocabulary and instruction in to the ESL classes. Content area teachers will have the opportunity to learn how to integrate ESL methodology into their classes. The professional development sessions will be held once a month on Mondays for 80 minutes. P/D sessions will be paid from a different budget.

Dates: September 22, October 20, November 17, November 20 (Thursday), December 15, February 2, March 2, April 6, May 11 from 2:20 p.m. to 3:40 p.m. As the outcome of these sessions, teachers will be ready to implement these strategies in ESL and Subject Area classes and be used by subject area monolingual teacher who have ELLs in their classes.

### Part D: Parental Engagement Activities

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

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

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

Topic 1: How to support students at home

Rationale: To better support students at home with home work assignments

Date: September 24, October 14

Time: 6:00 p.m. - 8:30 p.m.

Name of Provider: Ms. Raymond, parent coordinator and ESL teachers

Audience: Parents of ELLs

Topic 2: Computer Programs for ELLs used at 18K563

## Part D: Parental Engagement Activities

Rationale: To introduce support programs for ELLs used by ESL and Subject area teachers, Skedula, Achieve 3000, Think Through Math

Date: November 8

Time: 10:00 a.m. - 12:00 p.m.

Name of Provider: Ms. Minto

Audience: Parents of ELLs

Date: November 19

Time: 6:00 p.m. - 8:30 p.m.

Name of Provider: Mr. Blaize

Audience: Parents of ELLs

Topic 2: Structure of NYC programs: State Tests, School Credits, College Readiness, Career Readiness

Rationale: How to Prepare Students for Standardized Tests

Date: December 10, January 14, May 13, June 3

Time: 6:00 p.m. - 8:30 p.m.

Name of Provider: Mr. Blaize, Guidance Counselor and ESL teachers

Audience: Parents of ELLs

Rationale: NYC School Credits and Transcript, College Requirements

Date: February 17, March 3, April 8

Time: 6:00 p.m. - 8:30 p.m.

Name of Provider: Mr. Blaize, Guidance Counselor and Ms. Raymond, parent coordinator

Audience: Parents of ELLs

- English Language Learner related information is translated and distributed to parents of ELLs via letters, which is sent home with the students.
- ELL Parent Workshops are conducted by the ESL teachers, guidance counselors, and the parent coordinator to demonstrate ways in which the parent can assist and prepare their children for the standardized tests (NYSESLAT, Regents examinations in ELA, MATH, Social Studies Tests, and Sciences).

## Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**UPDATED 2014-2015**

**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**School Name:** IT TAKES A VILLAGE ACADEMY

**DBN (i.e. 01M001):** 18K563

**Principal:** MARINA VINITSKAYA

**Principal Email:** MVINITS@SCHOOLS.NYC.GOV

**Superintendent:** Michael Prayor

**Network Leader:** LISA GIGOUX

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marina Vinitzkaya	*Principal or Designee	
Kathy Lafontant	*UFT Chapter Leader or Designee	
Clerry Phillip (President)	*PA/PTA President or Designated Co-President	
Debra Raymond	DC 37 Representative, if applicable	
Apeku Marvin Cassandra Celius	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	
Kerry Ann Lewis	Member/ parent	
Lana Fraser	Member/ parent	
Lisa Saunders	Member/ parent	
Conrad Reyes	Member/ teacher	

Sima Ruchanskaya	Member/ teacher	
Vernon Scott	Member/ parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

## **Comprehensive Education Plan (CEP) Requirements**

### **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

### **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

**School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### **Goal and Action Plan #1**

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

#### **Annual Goal #1**

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

#### **To improve reading and writing skills of English Language Learners:**

By June 2015, 10 % 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 Lexile scores, and writing samples.

- **Measurable Objective:**
- To enable English Language Learners (ELLs) increase their levels of proficiency in English, to a higher Lexile level based on their current Achieve 3000 levels.
- To enable students to read independently texts that are congruent to their Lexile levels.
- To enable students to achieve 80 and above on the ELA Regents exams to become College and Career Ready.

#### **Comprehensive Needs Assessment**

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

After conducting a four-year trend analysis of student enrollment and performance data on state assessments, it was determined that many more ELLs with the interrupted formal education (SIFE) have been enrolled in school.

As a result, we have to focus on the ELL subgroup as a priority goal for the school year

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Conduct study of student work as part of professional development sessions.
2. Provide Language Literacy support to all ELLs.
3. Create a wide variety of specific writing tasks across areas.
4. Develop a common writing rubric for the argumentative essay for use in all content areas.

5. Teachers are scheduled for common planning time.
6. ELL Teachers meet to plan together two times a week.
7. Title III program and regular school programs will support academic development in Mathematics, Science, English Language learning, and Social Studies.
8. Plan a wide range of writing assignments to increase focus, stamina and facility with writing in all content areas.
9. Model content-specific writing in all content areas.
10. Teach Academic Vocabulary strategies to enable ELLs to use language in writing and speech.
11. Incorporate independent reading in all content areas to increase stamina, and comprehension.
12. Incorporate annotation and summarization of complex text.
13. Adopt a style guide (MLA) to support students in writing college-level papers.
14. Design substantive formative assessments to determine progress on student reading and writing.
15. Conduct professional development to revise writing activities. Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments. Data for ELLs will be compared to the All Students Subgroup and will be used to plan differentiated activities for all students.
16. Professional Development: PD will be given on the following topics: Academic Vocabulary; Writing in Academic Subjects; Scaffolding for ELLs; .Interim assessments to monitor and revise curriculum; Use of rubrics with the language of the standards to provide specific feedback to students regarding their work; Use of student data to plan and set goals; Development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
17. Staff determined that a 2% increase in student performance would be the interim benchmark used by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiate instruction is needed.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers servicing ELLs
2. Principal, Assistant Principal, ESL teachers (internal and external, including support from Network Curriculum Specialists), Data Specialist and Classroom teachers, OELL PDs.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Creation of a Data Folders: Data Folders will be created so that instructional teacher teams will be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs who are at risk students. Activities include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes.
2. Look at student work to analyze student writing, identify areas of growth and challenges across grades, classrooms and individually.

**D. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1. ESL classes, extended day, morning and after-school tutorials, Saturday school.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

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

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

## Goal and Action Plan #2

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

### Annual Goal #2

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

To increase the percentage of students passing Global History and US History Regents.

By June 2015, Students will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at 70 and higher on the US History and Global Studies Regents examinations.

#### **Measurable Objective:**

- To enable English Language Learners (ELLs), Special Education, and lowest 3<sup>rd</sup> students to increase their passing rate in Social Studies Regents examinations.
- To enable students to achieve 85 and above on the Regents exams to become College and Career Ready.

### Comprehensive Needs Assessment

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

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

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- All Social Studies teachers will build content area knowledge through reading in order to complete Common Core- aligned curriculum.
- All Social Studies teacher will be scheduled to plan together two times a week.
- All Social Studies teachers will be exposed to planning with ELA/ESL teachers and working on academic vocabulary, writing and reading assignments, Common Core aligned units and projects once a month.
- Teachers will use formative and summative assessments to monitor student progress (teacher created assessments, Achieve 3000, Running Records, Study Island computerized program, Conference Notes, NYSESLAT, and subject area tests).
- Teachers implement use of primary source documents to teach Social Studies.

- Teachers model strategies to negotiate informational texts.
- The use of informal assessments throughout the school year will provide useful information that helps teachers identify the individual strengths and weakness of each student in order to plan for differentiated instruction.
- 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 teaching of Social Studies with focus on providing access to diverse learners.
- Inquiry Teams on each grade level will focus on the number of students who have not been able to pass the course work and/or Regents examinations in Social Studies and share their findings with faculty.
- 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.

**B. Key personnel and other resources used to implement each strategy/activity**

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

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

Activity# 2: Since September 2014, all Social Studies teachers have been provided with professional development on best teaching practices by Generation Ready consultants. Consultants come to school every Monday and Thursday work with teachers.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. All Social Studies teachers, AP, and Principal

**D. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Mandated classes, team teaching, tutorials and Saturday school, on-line support programs – Study Island and Achieve 3000. x
  - The school has established a Saturday program that focuses on improving the written and oral language abilities in Social Studies, academic language in Social Studies that at –risk students, ELLs, SWE and lowest 3<sup>rd</sup> will need in order to ensure improve their a successful transition to the New York City school.
2. All at risk students will participate in one of the literacy-based programs that have been established as part of the overall instructional program

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- A Parent Coordinator and Social Studies teachers serve as a liaison between the school and families to inform parents about State assessments.
- They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title II A</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

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

By June 2015, Students will demonstrate progress towards achieving state standards as measured by a 10% increase in the number of students scoring at 75 and higher on the Common Core Integrated Algebra and Geometry Regents examinations.

#### **Measurable Objective:**

- To enable students to increase their levels of proficiency in Mathematics to a higher level based on the State Assessments.
- To enable students to achieve 75 and above on the Math Regents exams to become College and Career Ready.
- To enable students to pass three Regents examinations in Math to become College and career Ready and graduate with the Advanced Regents Diploma.

#### **Comprehensive Needs Assessment**

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

After conducting a four-year trend analysis of student performance data on Mathematics State Assessments (Integrated Algebra, Geometry Regents and Trigonometry examinations, it was determined that all student groups need to increase performance on the Math State assessments. Students have to raise their scores in Math in order to become College and Career Ready ( 75 on one of Math Regents or pass three Regents examinations As a result, we have made this subject area a priority goal for the school year.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

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

Activity # 1: All Math teachers and the leadership team have been engaged in monthly reviewing of data from formal and informal sources. All teachers will

be engaged in reviewing and monitoring students' goals lesson plans, and units of studies.

Activity# 2: Since September, 2013, all Math teachers have been provided with professional development on best teaching practices by Generation Ready and National Training Network for Math Teachers consultants.

Activity# 3: Generation Ready Consultants come to school every Monday and Thursday work with teachers.

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All Math teachers, APs, Principal, Consultants, OELL – Math training PD

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Data Folders will be created so that instructional teacher teams will be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs, SWE, and lowest 3<sup>rd</sup> and at risk students.
2. Activities include monitoring student progress, setting initial goals for groups and individual students in Mathematics, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff members will facilitate discussions of the students' progress and strategies for improved student outcomes

**D. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Mandated classes, team teaching, tutorials and Saturday school, on-line support programs –, Think Through Math, SAT prep, Study Island, and Achieve 3000. x
  - The school has established morning and after school and Saturday programs that focus on improving the written and oral language abilities in Mathematics, academic language in Mathematics, that at –risk students, ELLs, SWE and lowest 3<sup>rd</sup> will need in order to ensure improve their a successful transition to the New York City school.
  - All at risk students will participate in one of the literacy-based programs that have been established as part of the overall instructional *program*.
  - Math/Technology teachers will develop collaborative lessons that incorporate mathematic skills needed for providing evidence to support mastery of content and college readiness.
  - Math/Technology teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
  - Review of classroom observations will indicate a stress on the quality of assignments in Mathematics.
  - Reviews of student portfolios will reflect quality work and students' progress in Mathematics.
  - Bulletin Boards displays will display student work in Mathematics.
  - Reports from Study Island, and teacher created Common Core aligned assessments
  -

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- **A Parent Coordinator and Social Studies teachers serve as a liaison between the school and families to inform parents about State assessments.**
- **They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.**
- **ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.**
- **ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.**
- **ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.**

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	<b>Tax Levy</b>	x	<b>Title IA</b>		<b>Title II A</b>	x	<b>Title III</b>		<b>Set Aside</b>	x	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### **Goal and Action Plan #4**

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

#### **Annual Goal #4**

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

By June 2015, there will be an increase in parental support, participation and engagement in ITAVA as measured by a 10% increase in parent attendance at school events as evidenced by logs, attendance sheets and participation in Saturday Academy.

#### **Comprehensive Needs Assessment**

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

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

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

###### **Activity #1**

1. Professional Development: PD will be given on the following topics: how to make parents understand Interim and State assessments to monitor students academics, and revise curriculum; how to help students to focus on home assignments and project, use ARIS and Skedula
2. Target Population(s): ITAVA parents.

###### **Activity # 2**

1. Classes for parents to help them with resumes and , technology skills.
2. Target Population(s): ITAVA parents.

###### **Activity # 3**

Workshops for parents on College application, financial aid and scholarship funds for their kids and for them.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Guidance , college advisors, teacher-leaders, APs, Principal, College Consultants

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

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

**D. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The school has established a Saturday program that focuses on improving the written and oral language abilities, emergent literacy skills that parents of ELLs will need in order to learn the language. .
2. The school will establish Saturday program fro parents who need to increase literacy in technology and resume skills.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- A Parent Coordinator and Social Studies teachers serve as a liaison between the school and families to inform parents about State assessments.
- They will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. They will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- ITAVA educators will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- ITAVA educators will provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- ITAVA educators will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- ITAVA educators will translate all critical school documents and provide interpretation during meetings and events as needed.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups
  - 1.
- B. Key personnel and other resources used to implement each strategy/activity
  - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
  - 1.
- D. Timeline for implementation and completion including start and end dates
  - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
  - 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	<b><i>before or after school, Saturday school, during the day</i></b>
<b>Mathematics</b>	Skills based targeted support	Small group; tutoring, one-to -one	<b><i>before or after school, Saturday school, during the day</i></b>
<b>Science</b>	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	<b><i>before or after school, Saturday school, during the day</i></b>
<b>Social Studies</b>	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	<b><i>before or after school, Saturday school, during the day</i></b>
<b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b>	Focused counseling	Small group; tutoring, one-to -one	<b><i>before or after school, Saturday school, during the day</i></b>

**Title I Information Page (TIP)**  
**For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Network PD</li> <li>• OELL Department PD</li> <li>• Training SWD</li> <li>• Working with hiring manager on finding qualified candidates</li> <li>• Partnership with colleges ex Brooklyn College, NYU, Touro College, Hunter College, Medgar Evers College, and providing internships for Graduate students</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Generation Ready Partnership to provide one – to –one pd and subject area pd sessions; Common Core Training Danielson Training College and career Training from Medgar Evers College. Network PD – Common Core training Training form OELL department

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students entitled for these programs are being supported based on funds regulations

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
n/a

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet as Academies and Department. They create curriculum, review data, discuss test results, meet with parents, and take part in professional development.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
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**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**DBN: 18K563**

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$399,342.24	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$14,680.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,281,276.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>563</b>
School Name <b>It Takes A Village Academy</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Marina Vinitzkaya</b>	Assistant Principal <b>Anthony Veneziano</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Ms.Ruchanskaya</b>	Guidance Counselor <b>Steven Petit</b>
Teacher/Subject Area <b>Mr. Reyes, Living Env</b>	Parent <b>Mr. Phillips</b>
Teacher/Subject Area <b>Mr. Beaubrun, Math</b>	Parent Coordinator <b>Ms. Raymond</b>
Related Service Provider <b>n/a</b>	Other <b>Ms. Comeau, ESL</b>
Network Leader(Only if working with the LAP team) <b>tn/a</b>	Other <b>Ms. Gardner, Social St</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>516</b>	Total number of ELLs	<b>114</b>	ELLs as share of total student population (%)	<b>22.09%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In										33	33	25	21	112
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	33	33	25	21	112

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	114	Newcomers (ELLs receiving service 0-3 years)	91	ELL Students with Disabilities	5
SIFE	101	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	101	84	4	10	10	1	3	3	0	114
<b>Total</b>	<b>101</b>	<b>84</b>	<b>4</b>	<b>10</b>	<b>10</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>114</b>

Number of ELLs who have an alternate placement paraprofessional: 4

### 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
Haitian														0
Spanish														0
Arabic														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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										5	3	1	1	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										5	2	1	1	9
Haitian										9	10	8	11	38
French										9	9	10	7	35
Korean														0
Punjabi											1			1
Polish	1													1
Albanian														0
Other										7	9	5	1	22
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>35</b>	<b>34</b>	<b>25</b>	<b>21</b>	<b>116</b>							

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										32	9	4	0	41
Intermediate(I)										2	20	12	0	34
Advanced (A)										1	4	9	21	35
Total	0	0	0	0	0	0	0	0	0	31	33	25	21	110

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0
READING/ WRITING	B										0	0	0	0
	I										0	0	0	0
	A										0	0	0	0
	P										0	0	0	0

**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 (SWD)					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
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	31	0	21	0
Integrated Algebra	53	33	31	28
Geometry	42	0	28	0
Algebra 2/Trigonometry	28	0	17	0
Math _____				
Biology				
Chemistry	17	0	12	0
Earth Science	31	25	23	17
Living Environment	53	33	34	23
Physics	15	0	10	0
Global History and Geography	67	58	43	32
US History and Government	29	26	24	21
Foreign Language	43			33
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
18K563 is a high school. 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, all ELL students are placed in an appropriate, rigorous high school program with additional support through morning and afternoon tutoring and Saturday Academy. NLA support is offered

after school in Haitian-Creole, Spanish, Arabic, Bengali, and French. All ELLs are encouraged to attend our Saturday Academy and After School Program. ELLs have been programmed for 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT modality breakdown data on RMSR is not available as of November 2013, however, 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. Similar results are found for ELL students at the intermediate level, where reading and writing are the weakest modalities. At the advanced level, the strongest modality is listening, followed by speaking and then reading. The weakest modality is writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

ITAVA utilizes a content based approach to 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 and supports Mathematics, Science, Global Studies and is Multicultural in nature. Learning in a second language is a process that requires academic enrichment and support and 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. The 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. Taking these theories, student data and interests into consideration, we created the following electives: Computer Science, Research in Math, Robotics, G-12 Science Research with CUNY, Literacy in Science and Literacy in Social Studies. We also 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 as non fiction.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Students perform well on Regents examinations with support of the NLA translated version, biligual glossaries, translators when it is appropriate. Not all Regents are available in translated versions.

ITAVA does not participate in the ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

18K563 is a high school. Therefore, we do not use the Response to Intervention framework.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We provide support in a child's second language through after school NLA instruction. During the day students are given glossaries, dictionaries and bilingual resources. All teachers in all subject areas are aware of all students' native language and second language proficiency. Teachers use this information for scaffolding and grouping for instruction.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

The school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of programs for ELLs by measuring their achievements through school skill - based assessments, Common Core related units and assessments, Regents, NYSESLAT, Achieve 3000 data, Study Island data, Think Through math data, Math X data, SAT and PSAT results, and learn-to- Write data.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
ITAVA is located at the heart of the East Flatbush community. The school has a diverse population of approximately 514 students, with about 21.4% 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 diverse ELL population. ITAVA students speak French, Haitian, Arabic, Bengali, Chinese, Punjabi, and Spanish.  
All new entrants are screened by the LAB/BESIS coordinator, AP or the Principal, all of whom are licensed in ESL. All parents of new students are given HLIS. The results of this survey, along with an informal parent/student interview, determine whether a language other than English is spoken in the students' home and if the student is eligible for LABR testing. Testing is completed on the day of enrollment or within 10 days of enrollment. All newly admitted Spanish speaking ELL students are administered the Spanish LAB during the same testing window, to determine language dominance.
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.  
The parents of all newly admitted ELLs are invited to attend an orientation session within 10 days of their child's admission, where they become informed in their native language of the different programs offered. Brochures are provided with information on the educational program options in the language spoken by the parent. In addition, parents view a DVD which also explains the educational programs available: Transitional Bilingual, Dual Language Program and Freestanding English as a Second Language Program. The DVD is viewed in the parents' native language.  
Parents have an opportunity to ask questions about the programs available and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave.  
Phone conversations and one-on-one meetings are conducted for those parents who cannot attend the parent orientation. We offer programs that are aligned with the choices made by parents in the Program Selection Forms. Also, parent one on one meetings are These meetings are facilitated by a licensed ESL teacher, along with our Assistant Principal and Parent Coordinator, all of whom are bilingual and provide translation services. The parent coordinator, Ms. Raymond speaks French and Haitian- Creole, AP Mr. Veneziano speaks Spanish and French, the ESL teachers speak Spanish, Russian and French, a school aid speaks Arabic, our Math teacher speaks Chinese, our Science teacher speaks Bengali and Punjabi, are all available, if needed, to provide families with translation assistance in placement and at the meetings with parents.  
Based on the parental choice, the school provides ESL program only. 93% of Haitian-Creole parents choose ESL program, 4% are in favor of a dual language program (6 parents) and 3% 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 children.  
In the event that parents are unable to attend the Orientation session, we contact the parents by phone and/or letter inviting them

to attend a convenient session. Sessions are offered as new students are enrolled.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The school makes every effort to ensure that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Notices are sent home in English and the native language informing parents of their child's NYSESLAT scores which determine either continued eligibility for services or that the students have reached proficiency. Copies of all letters are maintained in a file in the Assistant Principal's office.

If a parent does not return a program selection form our parent coordinator and/or a bilingual staff member telephones the parent to answer any questions and remind the parents to return their form. Additional copies of the form are sent home, as needed. In the event that a form is not returned, the parent choice is recorded as Bilingual, which is the default program. All returned and completed forms are maintained in the Assistant Principal's office.

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.

ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. In September, Continued Entitlement Letters are given to the existing students in the program and are to be returned signed by the parents.

Continued

Entitlement Letters are also given to students who come from different schools within the NYC system and students who transfer from other schools throughout the year.

The LAB-R is used at the beginning of the year to identify new students who are eligible for services. 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 appropriate program. NYSESLAT is used at the end of the school year for all ELL students to measure adequate progress. ITAVA currently has a free standing ESL program which is aligned with parent choice. Parents are informed in English and their native language of their child's placement.

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

All ELL students are tested annually on the NYSESLAT. To ensure that all ELLs are administered the NYSESLAT exam each year, we run the RLER report which identifies all students eligible to take the LABR and/or NYSESLAT. We use this report to cross reference pre-slugged NYSESLAT answer documents that are sent to the school. We also reference our admits and discharges to ensure that all students are properly assessed. Our ESL teachers, classroom teachers and out of classroom trained pedagogues participate in testing our ELLs. Records are kept as each student is tested in each modality. In the event that a student is absent during a section of the test, we will administer that subtest when the student returns to class, during the testing window.

6. 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. 

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

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

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our ESL program is organized to include self contained ESL classes, push-in, co-teaching and block programming. Students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction.. The ESL teacher works collaboratively with the content area teachers on Literacy and content area instruction. The reduced ratio of teacher to students allows for small group and individualized instruction. Through guided instruction, strategy lessons, interactive experiences, and individualized instruction, the students are led to interact in, reflect, read, write, problem solve, develop and practice strategies in the second language.

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)?

We follow all CR Part 154 program mandates. All students at the Beginner and Intermediate levels of proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced proficiency level receive 180 minutes of ESL instruction and 180 minutes of English Language Arts instruction. Native Language supports include bilingual glossaries and dictionaries. In addition, Native Language Arts 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students are exposed to all required subject areas based on the programs for 9, 10, 11, and 12 grade. Students take Regent exams in the 9<sup>th</sup>, 10, 11 and 12 grade. ELLs graduation rate is 98-100% in the last 3 years. 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 Common Core approach. Cooperative Learning, the workshop model, audio-lingual, and Principles 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.

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). 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. General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs

that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background

knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.

• The reading and writing workshop model promotes second language development through natural

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

We ensure that ELLs are appropriately evaluated in their native language throughout the year, as appropriate. Students are offered regents exams in their native language. Bilingual staff and/or translation services are available to assess students, as needed.

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

Students are exposed to variety of programs and teachers regularly assess them. We meet in teams to analyze assessments and look at student work. ESL teachers are members of our vertical and content teams. 18K563 uses in-house Math, Science and ELA assessments, Scantron in ELA and Math , Achieve 3000 data to determine students' needs and progress in all four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- 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 former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction based on students needs. Students get additional support through Title II, the credit accumulation program, morning, afterschool and Saturday tutorials. Title III funds allocated to ITAVA.

SIFE students are provided supplementary services. The program consists of the before and after school tutoring in Math, English, Science and Social Studies, Regents support and SAT support. 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.

We address the needs of newcomer ELLs through the use of strategies that include Cooperative Learning, the workshop model. Materials include audio-lingual, smartboards, visual books, workbooks and tapes. To help students acquire and develop English language skills, teachers engage students in role-playing, dialogues and trips to develop communication skills.

ELLs receiving services for 4 to 6 years are encouraged to attend our After School Programs. They are programmed for homework help in all subject areas in the after school program. In addition, they are enrolled in elective classes including Literacy in Science and Literacy in Social Science.

Our plan for long term ELLs includes attending our Saturday Academy and After School Program, as well as the morning tutorial. Strategies include mapping, semantic webs, word walls, diagrams and back stepping.

All former ELLs in years 1 and 2 after attaining proficiency continue to receive ELL testing modifications as per NYS regulations. In addition, these students are invited to attend the morning tutorials and homework help program.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
 We use content based instruction, scaffolding of academic language , one -to -one support, small group instruction.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Our teachers target instruction to focus on students' IEP goals. All students have been scheduled for tutorials and Saturday programs.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.
- General education classroom teachers in addition to the ESL teachers provide extensive literacy lessons differentiated by needs that expose children to the actual structure of the second language. Lessons take into consideration and build upon the ELLs' background knowledge and expand their English vocabulary. Opportunity for discussions is frequent and elaborate responses are encouraged. Students are monitored on an on going basis and instruction is modified based on academic need.
- The reading and writing workshop model promotes second language development through natural and explicit exposure to reading and writing that is meaningful, standards-based and is modified for the ELL students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is measured by student performance on NYSESLAT, Regents Exams, credit accumulation and graduation rate.
11. What new programs or improvements will be considered for the upcoming school year?
- We are not considering any new programs for this year.
12. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any services or programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs including elective classes such as Literacy in Science, History of Math, Literacy in Social Studies, PSAT prep, Research in Science, Art, Robotics, Music .
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials are used to support ELLs: Roseta Stone and Achieve 3000, books on tape and leveled books from Pearson in Science and Social Studies support ELLs with improving their listening, comprehension and reading skills in content area subjects. All classrooms have SmartBoards and technology is incorporated into each lesson.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in our ESL program through the use of bilingual glossaries, dictionaries, native language books and translations by our bilingual teachers and students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources are Common Core aligned and correspond to the ELL's ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- All students, including newly enrolled ELLs, are invited to attend an open house prior to the beginning of the school year. Newly enrolled ELLs meet with the Principal, Assistant Principal and/or Guidance Counselor to assist with a smooth transition to our school.
18. What language electives are offered to ELLs?
- Language electives of Spanish and French are offered to all students at ITAVA, including our ELLs.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a Dual Language program.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional development is achieved through the combined efforts of experienced content specific, and licensed personnel that includes: Team teachers, assistant principal, self contained ESL teachers and the ESL support specialist. The professional development goal for the 2013-2014 school year is two-fold. First, pertinent personnel will work with the staff to analyze and disaggregate data for all ELL's. Secondly, teachers will utilize the information from the disaggregated data to plan small group instruction, group students by area of need and individualize instruction. Teachers will continue to meet to plan curriculum units of study, gather and share resources and materials with the grade facilitators and ESL teachers. ESL teachers will work together and articulate with the general education teachers, on student goals and progress. Intervisitations and debriefing sessions will continue to provide the staff with ESL methodologies and best practices.

The ESL support specialists will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.

Study groups will be provided to all of our teachers on supporting our ELLs in reading and writing as well as planning for small group work in order to scaffold language development. In addition, various lunch and learn workshops will be offered to all ESL and content area teachers as well as administration and paraprofessionals . The focus of these sessions will be to examine the Common Core aligned units of study in reading and writing, develop appropriate mini-lessons and utilize all the components of the Balanced Literacy (read aloud, shared reading, shared writing, interactive writing) to scaffold the curriculum. In addition, we will use these sessions to provide 7.5 hours of ESL training to all teachers who work with English Language Learners and 10 hours of ESL training to all teachers who work with Special Education English Language Learners.

Additionally, ESL and content teachers, coaches, administrators, and school secretaries participate in Professional Development offered by our network Achievement Coach and network ELA and Math Study Groups.

Our tentative Professional Development Calendar includes, but is not limited to the following dates and topics:

September 3, 2013 - Questioning and Discussion Techniques

October 7, 2013 - QTEL Strategies

November 4, 2013 - Using Assessment in Instruction

December 2, 2013 - The Reading and Writing Connection

January 6, 2014 - Curriculum Planning

March 3, 2014 - Looking at Student Work

April 7, 2014 - Student Engagement

May 5, 2014 - QTEL Training

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## D. Parental Involvement

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

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

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

## E. 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.

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

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marina Vinitskaya	Principal		11/22/13
Anthony Veneziano	Assistant Principal		11/22/13
Ms. Raymond	Parent Coordinator		11/22/13
Sima Ruchanskaya	ESL Teacher		11/22/13
Mr. Phillips	Parent		11/22/13
Mr. Reyes	Teacher/Subject Area		11/22/13
Mr. Beaubrun	Teacher/Subject Area		11/22/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Steven Petit	Guidance Counselor		11/22/13
	Network Leader		1/1/01
Ms. Comeau	Other <u>ESL Teacher</u>		11/22/13
Ms. Garner	Other <u>Social Studies Teach</u>		11/22/13
	Other _____		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN: 563      School Name: It Takes A Village Academy**

**Cluster: 06      Network: 605**

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

**Part A: Needs Assessment Findings**

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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.

The first step for the initial identification of those parents who may possibly be in need of translation and interpretation services begins at the time of their children's enrollment. The ESL support specialist, a licensed ESL teacher, Ms. Ruchanskaya meets with the parents to make an initial determination of the parents and child's home language. The screening process is formalized through a Home Language Identification Survey (HLIS) to determine LAB-R eligibility for students. Parents are provided with the HLIS in their native language and are informed of their right to an interpreter. If the home language is other than English or the parent's native language is other than English, an informal parent interview is conducted in both English and the parent's native language to determine language dominance and needs for translation and interpretation services. The ESL support specialist conducts all informal interviews in English. Translators assist the support specialist in conducting informal interviews in languages such as French, Haitian Creole, Arabic, Bengali, Fulani, and Spanish.

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

Based on parents' preferred language of communication as indicated on the Home Language Forms and informal interviews with parents, there is a need for services in French, Haitian-Creole, Spanish, Arabic, and Bengali. This information is shared with the school community at faculty conferences, department meetings, and parent meetings.

## 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.

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

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

All interpretation services are being provided by school staff and parent volunteers. The school has created a list of teachers and staff members who speak foreign languages. All teachers based on their availability provide interpretation services whenever they need help. When parents comes to school, the school secretary and parent coordinator who speaks French and Haitian Creole provide support. If they need speakers of other languages, they have schedules of the teachers who can provide assistance. In the event that a parent needs translation to a language which no one on staff speaks, we contact the Translation and Interpretation Unit for assistance. Translators are available at all school events, including parent orientations, open school nights, etc.

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

The school follows Chancellor's regulations and provides services written services by informing parents through mailing letters to parents. When parents need to be informed immediately, the school personal who speaks the native language of a family places a phone call. Also, the school uses documents translated by Department of Education. Notices are posted in the office informing parents of translation services. Student report cards, progress reports, safety notices, etc. are translated and sent home in English and the families' preferred language of communication.