

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**18K563**

**School Name:**

**IT TAKES A VILLAGE ACADEMY**

**Principal:**

**MARINA VINITSKAYA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: It Takes A Village Academy School Number (DBN): 18K563  
Grades Served: 9-12  
School Address: 5800 Tilden Avenue , 1<sup>st</sup> floor, Brooklyn , NY 11203  
Phone Number: 718-629-2307 Fax: 718-629-6162  
School Contact Person: Marina Vinitzkaya Email Address: mvinitz@schools.nyc.gov  
Principal: Ms. Marina Vinitzkaya  
UFT Chapter Leader: Ms. Kathy Lafontant  
Parents' Association President: Ms. Debra Raymond  
SLT Chairperson: Mr. Clerry Phillip  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ms. Lana Fraser  
Student Representative(s): Ms. Alicia Davis  
Ms. Rosita Luke

**District Information**

District: 18 Superintendent: Mr. Michael Prayor  
Superintendent's Office Address: 1600 Rockaway Parkway  
Superintendent's Email Address: mprayor@schools.nyc.gov  
Phone Number: 718- 290-8675 Fax: 718- 290-8690

**Borough Field Support Center (BFSC)**

BFSC: South Brooklyn Field Support Center Director: Cheryl Watson-Harris  
415 89th St. , Brooklyn, 11209 and 4390 Flatlands Ave. , Brooklyn , 11234  
Director's Office Address:  
Director's Email Address:  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marina vinitzkaya	*Principal or Designee	
Kathy Lafontant	*UFT Chapter Leader or Designee	
Clerry Phillip	*PA/PTA President or Designated Co-President	
Debra Raymond	DC 37 Representative (staff), if applicable	
Lana Fraser	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alicia Davis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rosita Luke	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	
Lisa Saunders	Member/ Parent	
Michael Lindsay	Member/ Parent	
Chelle Andre Hinson	Member/Parent	
Vernon Scott	Member/ Parent	
Elizabeth McPherson	Member/teacher	
Sima Ruchanskaya	Member/ teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Conrad Reyes	Member/teacher	
Leslie Catlyn	Member/ teacher	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

It Takes A Village Academy opened its doors at Samuel J Tilden Educational Campus in 2007. It is located at the heart of the East Flatbush community. It is a growing school that takes in new students every day. It Takes a Village Academy High School has a diversified population. This is the most diverse school in district 18. The school has a big and diverse group of SWD (17%) and ELL (25%). Most all English Language Learners are SIFE students (90%). ITAVA students speak French, Haitian, Arabic, and Spanish. The school is located in the Borough of Brooklyn, Kings County, New York. While the overall US Poverty Rate was 14.2% in 2015, the Kings County (Brooklyn) Poverty Rate was 27.9% with 45.6% of the children residing in Brooklyn currently live in poverty (1). According to 2014-2015 New York State School Report Card, 87% of students attending It Takes A Village Academy, 18K563 school are eligible for free or reduced price lunch. 18K563 has a population of 574 students. According to the ATS reports, State and City Data, 21% of our students are over-aged and under credited; 17% are students with special needs, and 25 % are ELLs. Out of this group 90% are SIFE- students with interrupted former education; 19% are former ELLs. 17 % of students are students with Special needs; 10 % are ELLs and students with Special needs; Economically Disadvantage are 100%. Black and Hispanic males make up 57% of our school's population, and Black and Hispanic females make 43% of our school's population. It Takes a Village Academy's (ITAVA) mission is to help students gain academic skills and knowledge, promote an understanding of and respect for diverse cultures and languages, support active and responsible citizenship and inspire in our students a lifelong love of learning and pursuit of excellence. In keeping with our three core values—communication, character and critical thinking—all students become proficient in a foreign language, participate in an Advisory group focused on character development and community building and participate in meaningful discussions and projects that engage their critical thinking and problem-solving skills.

ITAVA graduated its first cohort in 2011. Graduation rate was 90.7%. Since 2011, ITAVA's graduation has been stable between 87%-91%. 90% of ITAVA students graduate with college credits (6-30 credits.) and enroll in colleges. Tolerance, mutual respect and understanding are the cornerstones of the ITAVA community as students celebrate the richness of the school's ethnic diversity on a daily basis. With approximately 574, ITAVA is considered a small school for New York City . Our size allows us to offer students many great opportunities in the classroom, extensive course electives, a large number of Advanced Placement courses as well as many extracurricular opportunities. The fact that we are not "oversized" has allowed our students to feel a sense of family and belonging within the school. Our goal at ITAVA is to support improved attendance and scholarship as well as to address the needs of all students as we prepare them for the future. We are extremely proud of the consistent improvement in our student data. We have seen a steady increase in our graduation data each year. We have set a goal for the class of 2016 to achieve at least a 90% graduation rate by August 2016. In addition, as indicated on our recent School Quality Guide, we have experienced further improvements in our "Weighted Regents Pass Rates" in each content area. Our credit accumulation data reveals that our students outperform our peer group schools by 5% to over 23%, depending on the category and grade level, but we are still looking to improve our present data, especially in the area of our lowest third population. ITAVA has both morning, afternoon and Saturday Enrichment programs. ITAVA gives college opportunities to all students to earn up to 24 college credits through City University of New York, New York University, Monroe College , BRAMSONORT college, St. Francis College , Medgar Evers and Long Island University . ITAVA starts the college program with the LIU STEP program in 9<sup>th</sup> grade. Monroe College offers credits with Law Program. BRAMSONORT offers support with Business and Medical Programs. Medgar Evers College , prepares our students for the CUNY exam, team teaches with our ELA and Math teachers, provides College Now support and helps students with college application workshops. Kingsborough CC offers credits in Computer Science, Marine Biology, Bio-Technology. NYU PolyTech offers Robotics three times a week. Robotics Program started in 2008-2009. The team became # 3 team in Robotics, FTC among new schools in 2009-2010 in New York City . The ITAVA team was # 1 school in Robotics, FTC -2010-2011 in New York City . The Robotics team participated in US National Competitions. Then, the team became finalist of Robotics Competitions, FTC in 2011 -2012,

2012-2013, and 2013-2014 in New York City . The team, also, received special FTC Awards 2013 -2014 for QT PTC Inspiration Award, QT PTC Recognition of Science and Technology, and QT PTC Design Awards. In 2014 -2015, the team was awarded Special FTC Award for QT PTC Design, again. Our school offers work study program in Health Professions and IT. We have built partnerships with Intergenerational work study program (volunteer program) and work based learning through DOE that pays students for internships. Students who later major in Health professions benefit from these experiences. IT is run by our Technology teacher who teaches them how to rebuild computers, create operational networking and maintain school technology in a good shape.

We have seen an increase in our attendance rate, and we have been able to obtain over the 91.7% full year percentage including LTA's . We will continue to work on our goal to achieve a 92+% attendance for the year. Even with the improvement in our school wide data, one of the areas of weakness is our College Readiness index. We have made some progress, with increase in comparison to previous years, but it is still not at an acceptable rate. This is an area that we will continue to work collaboratively to improve. As a school community, we believe that the secret to our success is a structural and instructional focus. First, the personalized settings of our Academies (the school is divided into four Academies with a lead teacher who runs the Academy) allows students to learn in an environment that offers a course of study that is of interest to them, provides the student with the same guidance counselor for the four years of high school and allows the dedicated staff to really get to know everything about their students. As the result, every student has a mentor who watches academic and social progress. Secondly, teachers meet three times a week to discuss student work, student data and student outcomes during our focused inquiry work. The findings of our inquiry work inform our curriculum development, professional development and instructional practices. Our collaborative teacher teams work together to develop strategies, interventions and practices that not only meet the skill needs of the students but is also rigorous, fun and relevant. One of our strongest practices is our interdisciplinary writing programs for ELLs, content area approach to teaching ELLs, team teaching approach to instruction, Pre- AP College Board Curriculum in ELA and Math. Students develop strong writing skills in all content classrooms during their years at ITAVA. We are confident that this contributes to the fact that we are graduating students that are college and career ready. Based on our the most current Quality Review 2014 -2015, our celebration area that we have built strong relations with our parents/families.. Our on-line grade book allows parents to follow their child's progress on Pupil Path, both academically as well as their attendance. As we move into a school year with a focus on "Instruction" and continue our focus on "Parent Engagement", we pledge to continue our high level of communication and improve our instructional curriculum. We will continue to deepen our instruction and have an open door policy for parents and visitors and provide opportunities for parents/guardians to participate in their child's high school experience.

**School Performance ( NYC School Progress Report)**

This School's Performance in	What % of Students...			
	Are on Track after Ninth Grade?	Graduate in Four Years?	Graduate in Six Years?	Enroll in College or Career Programs after Graduation?
2013-2014	97%	91%	93%	90%
2012-2013	92.6%	89.3%	92.5%	89%
2011-2012	92.9%	85.9%	Not Reported	87.9%
2010-2011	95.6%	90.7%	Not Reported	89.1%

## 18K563 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	570	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2014-15)					
# Visual Arts	23	# Music	7	# Drama	N/A
# Foreign Language	37	# Dance	N/A	# CTE	30
School Composition (2013-14)					
% Title I Population	78.0%	% Attendance Rate			89.9%
% Free Lunch	79.1%	% Reduced Lunch			5.5%
% Limited English Proficient	23.0%	% Students with Disabilities			16.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			91.8%
% Hispanic or Latino	4.9%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	1.0%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			2.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.17
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	63.3%	Mathematics Performance at levels 3 & 4			64.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	96.8%	% of 2nd year students who earned 10+ credits			88.5%
% of 3rd year students who earned 10+ credits	93.4%	4 Year Graduation Rate			90.8%
6 Year Graduation Rate	92.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

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

Consistent improvement in student data has been experienced in terms of attendance, credit accumulation, Regents data and graduation data but we, as a school community are striving to achieve over a 91% attendance rate, over an 90% graduation rate, an increased number of our students acquiring the required credits per year as well as continued improvement in Regents results. We continue to outperform our peer schools, but we are focused on achieving at a higher rate.

In terms of the Capacity Framework, our teachers meet three times a week (Academy and Department meetings), utilizing an inquiry practice to discover gaps and deficits in order to inform classroom instruction, professional development and to customize the instruction to meet the needs of all students. The teachers of ITAVA have implemented Common Core activities and aligned curriculum over the last 4 years and once a week, in content teams (Monday and Thursdays PD), teachers meet to revisit the curriculum maps to make adjustments based on student needs.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August of 2016, a 1.0% increase in the attendance data (to bring us to 92. 7% and a 2% increase in the “college ready” metric of the School Quality Report.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue the implementation of the Pre – AP College Board program writing program across the curriculum to support the development of skills in reading, writing, thinking and speaking and Math Program.</p> <ul style="list-style-type: none"> <li>• Provide the new staff members with professional development in the following areas throughout the year: Pre-AP College Board program, ESL content are approach, team teaching strategies, differentiated instruction, planning and preparation of instruction, analysis of student data and other workshops that are needed after reviewing instructional data gathered by the Advance system.</li> </ul>			
<p>Program students for a support class for the Fall 2015 semester and as needed for the Spring 2016 semester for the Regents requirements that have not yet been met.</p> <ul style="list-style-type: none"> <li>• Provide after-school and Saturday Regents tutoring classes.</li> </ul> <p>Provide College Level opportunities;</p>	<p>2015, 2016 &amp; 2017 Cohorts, specifically our at-risk students, SWD’s, ELL’s and lowest third who are not on track for graduation</p>	<p>Skedula reports by Departments and Academies will be created based on Report Card grades.</p>	<p>Initially the Academy and Department leaders and guidance counselor will review the data. They will then discuss it with the Academy and Department leadership team who will be responsible for sharing it with staff at Tuesday and Thursday common time “kid talk” session. (This information will not be a surprise because the staff monitors student progress every Tuesday and Thursday during our</p>

<ul style="list-style-type: none"> <li>•Referral to Achieve Now PM and Saturday programs, Regents week credit recovery and summer programs.</li> </ul> <p>Provide all AP's and guidance staff with accurate and current data re: exam participation/completion utilizing Skedula.</p> <p>Provide staff with attendance data.</p> <ul style="list-style-type: none"> <li>•Provide incentives to students based on achievement/improvement of attendance and academic progress.</li> <li>•Provide staff development to all staff with information regarding Regents and Advanced Regents and diploma requirements</li> </ul>			<p>"Inquiry and kid talk" sessions, interventions will already be in place and will be monitored by the guidance staff</p>
<p>Utilizing parent workshops, mailings, notices, emails and individual Academy and Department meetings we will provide students and parents with information beginning in the 9th grade pertaining to Regents diploma requirements. Progress towards grade level graduation requirements will be monitored and shared with students and parents via Pupil Path, Open School meetings, progress reports and individual parent conferences. We will provide agency and supportive services referrals on a needs basis.</p> <ul style="list-style-type: none"> <li>•Introduce parents to the App for the Pupil Path and the ITAVA School website.</li> <li>•Provide technology supports to parents so that they understand how to navigate the systems mentioned above to remain informed as to their child's progress.</li> </ul> <p>Increase communication between parents and teachers, teacher and Assistant Principals and guidance staff. Guidance Counselors will continue to encourage and track students who can attain a diploma with Regents and Advanced Regents endorsement.</p> <ul style="list-style-type: none"> <li>•On-going communication of student progress based on teacher evaluation</li> </ul>	<p>Provide support to parents of students 2015, 2016 &amp; 2017 cohorts, specifically our at-risk students, SWD's, ELL's and lowest third who are not on track for graduation</p> <p>All staff, students and parents, with a special focus on those at-risk of not meeting graduation requirements.</p>	<p>On-going and measured through the above "check-in" dates.</p>	<p>All staff members</p>

reports sent home prior to the end of each marking period and marking period grades with teacher comments.			
•Conduct evening counseling sessions with students and parents			

**Part 4 – Budget and Resource Alignment**

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

Budgetary resources needed as described below, programming adjustments such as common planning time and extended day professional development, engagement in DOE level and other outside PD workshops, inter-visitations to other schools. Parent meetings will take place before and after school, in the evenings and on the weekends to meet the busy schedules of our working parents.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2015-June, 2016 as indicated below:

- Instructional/Professional Development: Strategies/Activities:

Title I SWP, Title III LEP, Data Specialist, Citywide Instructional Expectations

Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%, Achieve Now Grant, SIFE Grant

- Parental Involvement:

Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services

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

X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	X	<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The monitoring of this goal will be on-going with the review of materials for the new semester by February 1st, 2016. Our Generation Ready Coach will also review all activities/curriculum first hand and provide feedback. She will schedule meetings to meet with content team leaders to discuss the progress of materials and PD twice a semester. The progress of this goal will be evaluated according to the timeline dates listed above in the action plan. It is expected that 50% of this work will be completed by February 1, 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

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

Based on the Framework for Great Schools 2015 report and the

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Schedule more events like “Battle of Academies” that will increase opportunities for staff and students to engage on a more personal level</p>	<p>All students and specifically those identified by staff that are at-risk.</p>	<p>Start Date: September 2015  End Date: June 15 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>

<ul style="list-style-type: none"> <li>• Create a council made up of representatives from each grade level within the Student Government to inform/discuss ways in which the student body would suggest to make instruction more exciting.</li> </ul>	<p>All students and specifically those identified by staff that are at-risk.</p>	<p>Start Date: September 2015 End Date: June 15 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>
<p>Continue scheduling assemblies, one for each marking periods, three for the Fall semester and three for the Spring semester. Two would be planned in-house involving staff and students and four will be students lead assemblies.</p>	<p>All students and specifically those identified by staff that are at-risk.</p>	<p>Start Date: September 2015 End Date: June 15 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>
<p>Continue to develop and build students access to a large number of after-school clubs:</p> <ul style="list-style-type: none"> <li>• English Department initiated a Movie Club. Students will meet every Monday, watch the movie, discuss it, and connect it to their every day issues, remarkable dates in the history US , current events and their impact on their lives.</li> <li>• Theatre club was created two years ago by Mr. Herskowitz, our Social Studies teacher. Students put theatre performance. Last two years, they presented” Charlie Brown” performance. This year, the students are working on a new performance.</li> <li>• Dance Club has been in existence for the last 5 years. It started through Century 21 grant. The instructor teaches students variety of dances that help students with their self-esteem.</li> <li>• Music club has been open since 2007 by our Music F-Status teacher, Mr. Bracher. Students learn to plan musical instruments and they play at all school events including graduation ceremonies.</li> <li>• Swimming Club has been organized by our GYM teacher licensed in swimming. Students work on life-guide Red Cross certification. He teaches students how to swim. This club builds students’ self-esteem and preparer them for summer jobs.</li> </ul> <p>The student Council also will continue organizing community events like Multicultural Fair, Battle of the Academies, AIDS Walk.</p>	<p>All students and specifically those identified by staff that are at-risk.</p>	<p>Start Date: September 2015 End Date: June 15 2016</p>	<p>Administrative cabinet, student leaders, teacher leaders, parent coordinator.</p>

<p>Continue reinforcing partnership with Brooklyn College that offers support with parenting classes and workshops on FAFSA to parents.</p> <p>Continue partnerships with BRIC , Brooklyn College and BAM that support the music and dance program as well as provide Art counseling.</p> <p>French Consulate supports the French program. We receive instructional resources.</p> <p>Continue students training in repairing computers (hardware) and troubleshooting technology (software). Mr. Falasco runs IT work-study program. He offers a DOE college level approved course and has been training an IT group of students how to repair and put together computers. His team of students repairs and assembles school computers. It is an internship program. After completing this program, students get certificate of accomplishment.</p> <p>Continue work study programs: Ms. Gonzales supervises the Inter-Generational Work-Study Program. She will select 30 students in good standing to apply for internship. Students have to work at Senior Centers , Rehabilitation Centers , and Nursing Homes for 150 hours. After the completion of these hours, students are offered paid internships. They may qualify for grants and scholarships.</p>				
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2015-June, 2016 as indicated below:										
<ul style="list-style-type: none"> <li>•Instructional/Professional Development: Strategies/Activities: Title I SWP, Title III LEP, Citywide Instructional Expectations  Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%, Achieve Now Grant, SIFE Grant</li> <li>•Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF, SIFE</li> </ul>										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

Although the school has a very strong ESL program and is praised for a high graduation rate for ELLs, our ELLs do not have a very high level of College and Career Readiness index. In terms of the Capacity Framework, structures are already in place whereas teacher collaboration is a culture rather than a practice. Cycles of inquiry lead teachers to readjust instruction, realign curriculum, establish effect strategies, differentiate skill development and inform PD planning. Distributive leadership has led to an ownership of student outcomes. The collaborative atmosphere has created a parallel supportive atmosphere for students and staff. Parents are informed as to the focus of the writing program, student progress through use of skill portfolios and the expectations for each grade level. After conducting a five-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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

#### **To improve reading and writing skills of English Language Learners inn order to make them College and Career Ready:**

By June 2016, 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, ELA Regents results scoring a7 80 and higher, Achieve 3000 Lexile scores, and writing samples. Also, b y June 2016, ELLs will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at 75 and higher on the US History and Global Studies Regents examinations and increase their passing rate in Social Studies Regents examinations . In order to become college ready ELLs have to increase their ability to read independently texts that are congruent to their Lexile levels. The 10- 12th grade ELLs curriculum for English and Social Studies will contain the new college level vocabulary and research component of the ESL writing program. Writing portfolio’s will be reviewed utilizing our school writing rubric to reveal a movement of at least one level on the rubric by the end of January and a second level by June.)

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The school has selected as its instructional focus the following: “ Interdisciplinary teacher teams will scaffold language demands to support the development of syntax (arrangements of words and phrases to create a well-formed sentence) as well as general and domain-specific academic vocabulary across all content areas.”</p> <p>This focus is reflected in all classrooms; academic vocabulary, academic language, teachers encouraging students to use complete sentences when answering, using textual evidence, and in written tasks.</p> <p>.</p>	<p>Students in all academic and elective courses</p>	<p>This will be on-going, based on the inquiry work. Activities completed by students will be checked daily as formative assessments but workbooks will be collected and review four times a year (November, January, April and June) to review with students (individual progress meetings) Parents will be invited to take part in these meetings.</p>	<p>Collaborative teams within content areas. The work will be supervised by the assistant principals.</p>
<p>.</p> <p>Continue to design Common Core tasks that build upon the strategies and skills addressed Pre- AP College Board program but leads to higher expectations and more rigorous instruction.</p> <ul style="list-style-type: none"> <li>•Utilize activities as assessments that will evaluate skill development as well as the content knowledge of the course</li> </ul>	<p>Students in all academic and elective courses</p>	<p>Same as above</p>	<p>Same as above</p>

<p>Our school has concentrated on building writing skills and coherence in lesson planning :</p> <p>Continue to utilize the inquiry process to measure the skill development of ELL and SWD students.</p> <p>Continue to develop differentiated and scaffolded activities for struggling students such as prompts, sentence stems and outlines that can be modeled for these students.</p>	<p>Students in all academic and elective courses</p>	<p>Same as above</p>	<p>Same as above</p>
<p>Provide professional development to parents regarding the practices/strategies of the writing program and the sequencing of the skill development.</p> <ul style="list-style-type: none"> <li>•Present sample student portfolio work so that parent can observe student progress and the skills developed.</li> <li>• Invite parents to the individual student conferences that take place on Tuesday and Thursdays afternoons.</li> </ul>	<p>Parents and students in all academic and elective courses</p>	<p>Same as above</p>	<p>Same as above</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September, 2015-June, 2016 as indicated below:</p> <ul style="list-style-type: none"> <li>•Instructional/Professional Development: Strategies/Activities: Title I SWP, Title III LEP, TL FSF, TL Summer, Data Specialist, Citywide Instructional Expectations</li> <li>Highly Qualified Teachers: Title I SWP Highly Qualified 5%, Title I SWP Professional Development 10%, Achieve Now Grant, SIRE Grant</li> <li>•Parental Involvement: Title I SWP, Title I SWP 1% Parent Involvement, Title III LEP, Title III Translation Services, TL FSF</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The large portion of this work will take place during a common time planning and on Monday, Tuesday, and Thursdays teachers collaboration meetings. The actual curriculum planning, scaffolding techniques, and lesson planning, revising and editing of the curriculum will take place.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

Evidence has shown that all areas of student data have improved over the last seven years but there is still a need to focus on skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post-secondary education. Reviewing the ADVANCE data from the 2013- 2014 and 2014-2015 school year, we have discovered deficits in the areas 1e Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. Uniform or common assessments are being utilized, created and analyzed in an effective manner, but the day to day formative assessment use is not at the level that it should be. The weaknesses discovered in 3B have a strong effect on the other three competencies.

In terms of the Capacity Framework, all six elements must be kept in mind for this goal to succeed, especially the 6th competency of trust. As a school community, we have made much progress, but the need is there to continue the difficult work of meeting the needs of all students and graduating more than 90.0% of a cohort.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2016, the administrative staff of ITAVA will have conducted 100% of the required and more frequent cycles of observations. (Feedback will be given in a timely, specific, evidence-based feedback manner, so that teachers can act on the suggestions/critiques to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing the eight mandated competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers’ practice and serve as the focus for teacher development. It is expected that by June, 90% of the staff will receive improved evaluations, utilizing the Danielson Framework in 1e, 3b, and 3d. The six elements of The Capacity Framework will serve as the basis for the instructional conversations.)

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our school has concentrated on building coherence in lesson planning (Danielson Domain 1e), as it encapsulates many of the domains:</p> <ul style="list-style-type: none"> <li>• Writing the aim as a learning outcome based on Common Core Learning Standards/or content area standards; Every lesson has to integrate 1-2 shifts in instruction; Every lesson framed on 1-2 essential questions Cognitive Rigor Matrix level 2-4;</li> <li>• Teachers are learning to use the content-specific higher-order thinking skills to frame their lessons, assessments and student discussions, which in turn engages students in higher-order thinking tasks;</li> <li>• Ensure that learning activities are challenging and require application, analysis and evaluation (Bloom’s Taxonomy and DOK), inductive and deductive thinking;</li> <li>• Teachers have received professional development and will receive more support on how to use Cognitive Rigor Matrix and Tri-State Rubric over the past two years to coach teachers to use them as tools to measure level of rigor or their unit plans, lesson plans and all embedded academic tasks and assessments. There is better understanding of what rigor sounds and looks like in most classrooms. Teachers are encouraged to use sustained group work and discussion 2-3 times a week;</li> <li>• Every lesson should be clearly aligned: aim of the lesson to the mini-lesson to the learning activity to the exit.</li> </ul>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2015-16 school year.</p>	<p>Start date: October 1 st , 2015. Mid-point check: January 31 th , 2016,</p> <p>End date: June 1 st , 2016</p>	<p>Administrative cabinet and teachers collectively.</p>

<p>The school selected three Danielson domains to focus on: 1E-Coherent Instruction (curricula and pedagogy), 1F-Designing Student Assessment (pedagogy and assessment) and 3B-Questioning and Discussion (pedagogy and assessment).</p> <ul style="list-style-type: none"> <li>• Checks for understanding and exits should become a regular feature of the classroom, used by teachers to gather effective student data to inform instruction.</li> </ul> <p>Teacher will continue receiving PD from the Generation Ready Literacy Coach on the quality of questions in most classrooms. As the result we have observed that the quality of questioning has improved; however, the goal is to design lesson where students and teachers work inquiry based questions and assignments in all content areas.</p> <p>Provide professional development to the staff in terms of the competencies of the framework, in particular, reviewing each of the competencies in order to better understand what is necessary for each of the effective and highly effective rubric grades for each competency. This year's focus, based on last year's data will be 1e and 3b.</p>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2015-16 school year.</p>	<p>Start date: October 1 st , 2015. Mid-point check: January 31 th , 2016,</p> <p>End date: June 1 st , 2016</p>	<p>Administrative cabinet and teachers collectively</p>
<p>Continue building a school culture whereas administrators and teachers, together, use the competencies of Charlotte Danielson's Framework as a formative tool designed to strengthen practice through frequent observation, followed by formative feedback and professional development focused on improved student learning.</p> <p>.</p>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2015-16 school year.</p>	<p>Start date: October 1 st , 2015. Mid-point check: January 31 th , 2016,</p> <p>End date: June 1 st , 2016</p>	<p>Administrative cabinet and teachers collectively</p>
<p>Utilize teacher feedback sessions to provide actionable feedback, allow teachers to reflect on and shift daily practice, as well as to discuss the planning and implementation of Common Core-aligned units.</p> <ul style="list-style-type: none"> <li>•Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning;</li> <li>•Provide time or funding for staff to plan Common Core-aligned units to gain familiarity with key instructional practices;</li> <li>•Review the scope and sequence of each content area as listed on the NY Engage website and plan for</li> </ul>	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2015-16 school year.</p>	<p>Start date: October 1 st , 2015. Mid-point check: January 31 th , 2016,</p> <p>End date: June 1 st , 2016</p>	<p>Administrative cabinet and teachers collectively</p>

the anticipated implementation of the Common Core Standards and the elimination of the Regents Exams .

**Part 4 – Budget and Resource Alignment**

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

Professional development will be provided to teachers during the Chancellors PD days, during common planning time and on Monday and Tuesday afternoons. Generation Ready Literacy Coach will take part in this process. Per session will be provided to teaching staff as needed to attend professional development.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Start and end dates are outlined above. Mid-year conference/checkpoints will be held during Regents week when staff are not proctoring or grading. By midyear, the data should reveal that 90% of the staff has received improved evaluation ratings in two competencies listed above in the goal and an on-going monitoring of teacher progress will take place.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

Data has revealed that our parent participation has increased with nearly 75% of our parents enrolled in Pupil Path (up from 42%), increased number of parent at our monthly held and open School Parent-Teacher Conferences (10% increase over October 2014), and attendance at PTA meetings, (up by 10% from Fall of last school year). This is still an area of concern, so we have increased our efforts to engage parents by utilizing the steps outlined in the action plan below.

In terms of The Capacity Framework, the success of ITAVA has been built on a community effort, involving staff, students, parents and the extended community supports. It is essential that we continue to build capacity by improving communication with parents as well as engaging them in the life of the school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the level of parent engagement will increase by 10% as measured by attendance at parent activities, PTA meetings, parent teacher conferences, parent meetings on Tuesday and Thursdays afternoons, attendance at school performances, sporting events and activities and communication through Pupil Path. Scheduled events will be shared and advertised in order to inform parents and encourage them to stay involved in the school community.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continue to foster a school atmosphere that fosters cooperation, collaboration and respect between parents, staff and students by implementing all that is discussed throughout this Comprehensive Education Plan.</p>	<p>All parents</p>	<p>Beginning September 2015 and ending in August for the school year 2015 - 2016</p>	<p>ITAVA staff, including the parent coordinator</p>
<p>Continue to advertise school events on all forms of communication listed above</p> <ul style="list-style-type: none"> <li>• Invite parents to School events:</li> </ul> <p>Continue working on Reading Clubs for Parents</p> <p>Invite parents to college trips</p> <ul style="list-style-type: none"> <li>• Provide students with incentives if their parents attend certain school events</li> <li>• Work collaboratively with the PTA and parent members of the SLT to plan effective ways to increase and improve parent engagement</li> <li>• Utilize Tuesday and Thursday afternoons, school assemblies, and the DOE parent engagement evenings and afternoons to provide parents an opportunity to become better acquainted with school practices and their child's performance.</li> </ul>	<p>All parents</p>	<p>Beginning September 2015 and ending in August for the school year 2015 - 2016</p>	<p>ITAVA staff, including the parent coordinator</p>
<ul style="list-style-type: none"> <li>• Provide translated copies of all notices and communication for those families that speak a language other than English</li> <li>• Schedule IEP Annual Review and Triennial conferences at a time that is convenient for parents, so that they can</li> </ul>	<p>Parents of ELLs and SWD</p>	<p>Beginning September 2015 and ending in August for the school year 2015 - 2016</p>	<p>ITAVA staff, including the parent coordinator</p>

play a larger role in the planning of the appropriate supports for improved student outcomes.  •Provide incentives for parents of at-risk/high needs students to get involved in their child's educational program.			
Provide parents with academic progress information on a regular basis  •Schedule guidance conferences with students and parents who are not meeting promotional requirements	All parents	Beginning September 2015 and ending in August for the school year 2015 - 2016	ITAVA staff, including the parent coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources needed are as follows: common planning time for teachers to update their on-line grade book, answer parent emails and respond to parent calls, translation services, postal budget, per session for evening events, budget for food for evening events and other various supplies for mailings.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Data will be collected throughout the year in terms of the number of parents attending school events and conferences. An excel spreadsheet will be created to monitor the numbers and the progress in achieving this goal. A mid-year check will take place during the last week of January 2016 with the appropriate staff members and parent leaders. Adjustments to this goal will be made at that time.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Middle school assessment results, ESL assessments, IEP, teacher generated assessments, Regents results, MOSL data.	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	before or after school, Saturday school, during the day
<b>Mathematics</b>	Middle school assessment results, ESL assessments, IEP, teacher generated assessments, Regents results, MOSL data	Skills based targeted support	Small group; tutoring, one-to -one	before or after school, Saturday school, during the day
<b>Science</b>	Middle school assessment results, ESL assessments, IEP, teacher generated assessments, Regents results, MOSL data	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	before or after school, Saturday school, during the day
<b>Social Studies</b>	Middle school assessment results, ESL assessments, IEP, teacher generated assessments, Regents results, MOSL data	Focused reading, writing with rubrics	Small group; tutoring, one-to -one	before or after school, Saturday school, during the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP, teachers' referrals, classroom observations, assessment and attendance data	Counseling	Small group; tutoring, one-to -one	before or after school, Saturday school, during the day

## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• OELL Department PD</li>   <li>• Training SWD</li>   <li>• Generation Ready Workshops</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>

**2b. High Quality and Ongoing Professional Development**

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

Students entitled for these programs are being supported based on funds regulations

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

n/a

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Regents results, ESL assessments, school based assessments, teacher created assessments,

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<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	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	386,188.00	x	12, 17, 20, 24, 27, 29
Title II, Part A	Federal	0		
Title III, Part A	Federal	13,520.00	x	12, 17, 20, 24, 27, 29
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,525,165.00	x	12, 17, 20, 24, 27, 29

**<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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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#### **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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template**

**[School name]** , 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 on assessments.

## **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

# DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT

## GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM 2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

District <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

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Marina Vinitzkaya</b>	Assistant Principal <b>Anthony Veneziano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sima Ruchanskaya</b>	School Counselor <b>Jean Claude Blaise</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>Deborah Raymond</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Michale Prayor</b>	Other (Name and Title) <b>type here</b>

#### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs	131	ELLs as share of total student population (%)	%
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## Part II: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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

ELLs by Subgroups											
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	119	81	4	9	9	3	3	3	3	131	
<b>Total</b>	<b>119</b>	<b>81</b>	<b>4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>131</b>	

Number of ELLs who have an alternate placement paraprofessional: 2

**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
SELECT ONE										11	45	55	20	131
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>11</b>	<b>45</b>	<b>55</b>	<b>20</b>	<b>131</b>								

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	5	7	3	18
Chinese														0
Russian														0
Bengali											1			1
Urdu											1			1
Arabic											3	3	2	8
Haitian										9	17	18	12	56
French										3	15	17	4	39
Korean														0
Punjabi											3			3
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>45</b>	<b>45</b>	<b>21</b>	<b>126</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	131		120	
Integrated Algebra/CC Algebra	60		45	15
Geometry/CC Algebra	40		30	10
Algebra 2/Trigonometry	31		15	
Math <u>131</u>				
Chemistry	19		10	
Earth Science	60		51	15
Living Environment	71		53	23
Physics	25		11	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	65		47	
Geography				
US History and Government	55		35	
LOTE	61		56	
Government	20			
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT modality breakdown data on RMSR is not available as of November 2014, 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  
 Paste response to question here:
- 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. aste response to question here:

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - 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 home 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 student's new 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

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). 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section. All new entrants are screened by the AP or the Principal, both 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 NYSITELL testing. If a student is suspected to be SIFE they are administered and oral questionnaire as well as LENS. All newly admitted Spanish speaking ELL students are administered the Spanish LAB during the same testing window, to determine language dominance.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work). Determining SIFE status begins at the time of enrollment and intake process into the school. If there are any indications within the ELL Identification process that a student has had an interruption or inconsistency in their formal schooling they are administered an oral interview questionnaire and for those students that are Haitian Creole or Spanish they are administered the Literacy Evaluation for Newcomer SIFE ( LENS). In addition, these students are extensively interviewed by our teaching staff members who are usually natives from their country in order to ascertain a better understanding of their academic standing.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here:

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
All new entrants are screened by the AP or the Principal, both 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 NYSITELL testing. Testing and scanning are completed on the day of enrollment and parent/guardian are distributed parent notification letters before leaving . All newly admitted Spanish speaking ELL students are administered the Spanish LAB during the same testing window, to determine language dominance.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Paste response to question here:
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The parents of all newly admitted ELLs are invited to attend an orientation session the day of enrollment and/or 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
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 even 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.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The school makes every effort to ensure that Placement Parent Notification letters are distributed. At the end of the enrollment process parents are given a placement letter. In addition, notices are sent home in English and the native language informing parents of their child's scores and placement. Copies of all letters are maintained in a file in the Assistant Principal's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Originals are kept in students permenat records as well as copies of all letters are maintained in a file in the Assistant Principal's office
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
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 NYSITELL 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. Paste response to question here:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

In September, Continued Entitlement Letters and Transitional Support 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.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 99% 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 1% 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.  
Our ESL program is organized to include self contained ESL classes, push-in, co-teaching and block programming. Students at the Entering level receive 540 minutes of ESL instruction per week and Emerging level of proficiency receive 360 minutes of ESL instruction per week. Students at the Transitioning and Expanding proficiency levels 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.
  - TBE program. *If applicable.*  
N/A
  - DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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. Paste response to questions here:

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Part V: ELL Programming 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 9th, 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 (NYSITELL 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 Principles 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 NYSITELL, 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 home 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 each of the following ELL subgroups?

- SIFE
- Newcomer
- Developing
- Long Term
- Former ELLs up to two years after exiting ELL status

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
  1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
  2. School reviews all documents related to the initial or reentry identification process detailed above.
  3. School reviews the student's work in English and in the home language.
  4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
  5. School consults with parent or guardian.
  6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
  7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
  8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
  9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent for review and final decision.
  10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
  11. All notifications and relevant documents must be kept in the student's cumulative folder.
8. 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.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our teachers target instruction to focus on students' IEP goals. All students have been scheduled for tutorials and Saturday programs.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

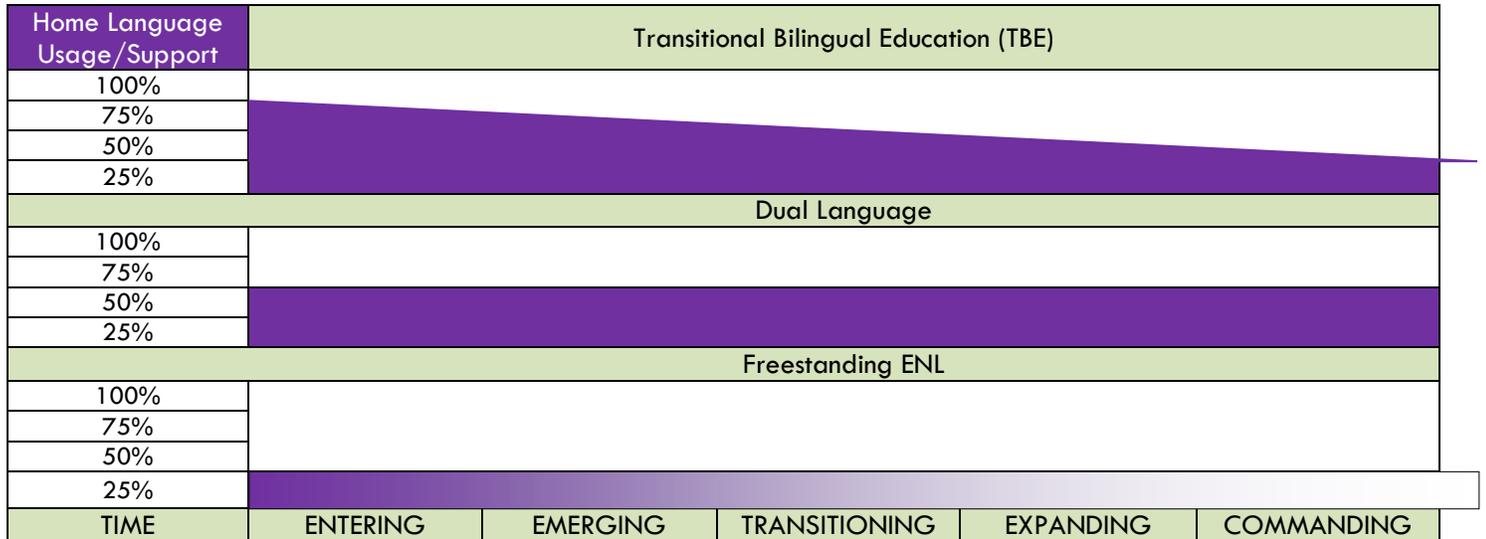


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. 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.
11. 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 .
12. What new programs or improvements will be considered for the upcoming school year?

We are not considering any new programs for this year.
13. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any services or programs at this time.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.
19. What language electives are offered to ELLs?

Language electives of Spanish and French are offered to all students at ITAVA, including our ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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 2015-2016 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. Paste response to question here:
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ESL support specialists will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
In addition, we will use these sessions to provide ESL training to all teachers who work with English Language Learners and 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 8, 2013 - Questioning and Discussion Techniques  
October 5, 2013 - QTEL Strategies  
November 16, 2013 - Using Assessment in Instruction  
December 7, 2013 - The Reading and Writing Connection  
January 11, 2014 - Curriculum Planning  
March 14, 2014 - Looking at Student Work  
April 18, 2014 - Student Engagement  
May 16, 2014 - QTEL Training Paste response to question here:

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records are kept and maintained by the Parent Coordinator, Guidance Counselors, Academy and Department Leaders as well as all classroom teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ESL teachers and Guidance Counselors conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. In addition, ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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. Paste response to question here:

5. How do you evaluate the needs of the parents?

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. Paste response to question here:

6. How do your parental involvement activities address the needs of the parents?

See above

### D. Additional Information

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

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. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marina Vinitskaya	Principal		1/1/01
Anthony Veneziano	Assistant Principal		1/1/01
Ms. D Raymond	Parent Coordinator		1/1/01
Sima Ruchanskaya	ENL/Bilingual Teacher		1/1/01
Mr. Phillips	Parent		1/1/01
Mr. C. Reyes- Science	Teacher/Subject Area		1/1/01
Mr. G. Beaubrun- Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. Jean Claude Blaise	School Counselor		1/1/01
Mr. Michael Prayor	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### C. School Information

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

### D. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Marina Vinitzkaya</b>	Assistant Principal <b>Anthony Veneziano</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sima Ruchanskaya</b>	School Counselor <b>Jean Claude Blaise</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>Deborah Raymond</b>
Related-Service Provider <b>n/a</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>Michale Prayor</b>	Other (Name and Title) <b>Ms. Kimberly Keiper ENL/Social</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<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/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>N/A</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<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>610</b>	Total number of ELLs	<b>91</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	91	<b>Newcomers</b> (ELLs receiving service 0-3 years)	73	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	89	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	14	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	89	79	2	0	0	0	2	2	1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	5	2	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										10	15	11	7	0
French										9	10	7	8	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	11	16	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	48		37	
Integrated Algebra/CC Algebra	50	35	20	9
Geometry/CC Algebra	35	26	27	10
Algebra 2/Trigonometry Math _____	10		5	
Chemistry	9		4	
Earth Science	40	35	29	9
Living Environment	43	37	32	9
Physics	5		3	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	63	50	41	7
Geography				5
US History and Government	38	29	21	5
LOTE	31	31		29
Government	39		39	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
NYSESLAT modality breakdown data on RMSR is not available as of November 2014, 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  
Paste response to question here:
- 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. aste response to question here:

12. For each program, answer the following:
- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns that we have observed are that students who score higher in all content areas have a higher level of language proficiency in their native language. Another pattern that has been observed is that the large majority of our Spanish Speaking students prefer to take their regents examinations in Spanish in contrast to our Haitian speaking students who prefer to take their regents examination in English. Students perform well on Regents examinations with support of the NLA translated version, bilingual glossaries, translators when it is appropriate. Not all Regents are available in translated versions.

ITAVA has not participate prior in the ELL Periodic Assessment until this coming year Fall 2015, however, NYSESLAT, NYSITELL and Regents Results have always been used to inform and differentiate instruction. In addition, these results are used to inform decision making on which tutorias that students should attend on Saturday School and afternoon and morning tutorials. The schools learns from these assessments the four modalities of Language proficiency levels of each student that teachers once again use to drive and inform their instruction. Home Language is used via cognates and translated material when applicable.

13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*] 18K563 is a high school. Therefore, we do not use the Response to Intervention framework .

14. How do you make sure that a student's new 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. The teacher's use Bilingual Progression Standards as outlined in their lesson planning. Moreover, students are programmed for additional academic intervention services( ie. Saturday School, morning and after school programs) based on their educational history.

15. For dual language programs, answer the following:
- d. How are the English-proficient students (EPs) assessed in the target language?
  - e. What is the level of language proficiency in the target language for EPs?
  - f. How are EPs performing on State and other assessments?

The school does not have a dual language program.

16. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
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.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.  
All new entrants are screened by the AP or the Principal, both 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 NYSITELL testing. If a student is suspected to be SIFE they are administered and oral questionnaire as well as LENS. All newly admitted Spanish speaking ELL students are administered the Spanish LAB during the same testing window, to determine language dominance.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Determining SIFE status begins at the time of enrollment and intake process into the school. If there are any indications within the ELL Identification process that a student has had an interruption or inconsistency in their formal schooling they are administered the SIFE oral interview questionnaire immediately as recommended by the Department of Education. And as for those students that are Haitian Creole or Spanish they are administered the Literacy Evaluation for Newcomer SIFE ( LENS). In addition, these students are extensively interviewed by our teaching staff members who are usually natives from their country in order to ascertain a better understanding of their academic standing.
16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Paste response to question here:
17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
All new entrants are screened by the Assistant Principal or the Principal, both 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 NYSITELL testing. Testing and scanning are completed on the day of enrollment and parent/guardian are distributed parent notification letters before leaving . All newly admitted Spanish speaking ELL students are administered the Spanish LAB during the same testing window, to determine language dominance.
18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
At the time of the student's enrollment the Assistant Principal, Mr. Anthony Veneziano, who is also a licensed ESL teacher and who processes all new ELLs informs parents orally and written in their Native Language about their right to appeal their child's ELL status within 45 days upon receipt of a written request to him from any of the following:
- A student's parent or guardian
  - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
  - A student of 18 years of age or older . All correspondence is kept in the assistant principal's office.
19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The parents of all newly admitted ELLs are required to attend an orientation session the day of enrollment. Parents are required to stay in order to ensure all necessary documents are completed and returned. However, if the parent is not able to stay an appointment is made for the following day and/or within 10 days of their child's admission, where they become informed in their native language of the different programs offered. In addition, they also are informed at the day of enrollment if they do not complete and return Parent Survey their child will be placed in the default option which is a Bilingual program. 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. 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.
20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
As previously stated above , parents are required on the day of enrollment to complete the Parent Survey and program selection form before leaving the school. If the parent is unable to stay, an appointment is made for the parent to return to the school within the next 10 school days. In addition, they are explained that if they do not return to school to fill out the Parent Survey their child will be placed in a default program which is Bilingual program. The Assitant principal and the Parent coordinator continually call the parent to remind them of their meeting and to ensure their attendance at this meeting. The school makes every effort to ensure that entitlement letters are distributed and Parent Survey and Program selection forms are returned. The assistant principal processes all newly enrolled ELLs and monitors Parent Surveys and program selections. Historically at ITAVA 99% of all parents have selected an

English as a Second Language program for their child. If a parent selected a Bilingual program as their first choice, the Assistant Principal maintains a list of these parents and would inform them when and if the program becomes available at the school. Copies of all letters are maintained in a file in the Assistant Principal's office.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
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.
22. Describe how your school ensures that placement parent notification letters are distributed.  
The school makes every effort to ensure that Placement Parent Notification letters are distributed. At the end of the enrollment process parents are given a placement letter. In addition, notices are sent home in English and the native language informing parents of their child's scores and placement. Copies of all letters are maintained in a file in the Assistant Principal's office.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All original documentation are kept in students permanent records stored in the assistant principal's office who is also in charge of maintaining all student records. Furthermore, copies of all letters ( HLIS, entitlement letters, Parent Surveys, etc) are maintained in a file in the Assistant Principal's office.
24. 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 NYSITELL 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.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
In September, Continued Entitlement Letters and Transitional Support 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.
26. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
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 99% 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 1% 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

## B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

d. Freestanding ENL program.

Our ESL program is organized to include self contained ESL classes, push-in, co-teaching and block programming. Students at the Entering level receive 360 minutes of stand alone ESL instruction per week , 180 minutes of ELA co -teaching instruction per week with a licensed ESL teacher and a licensed ELA teacher. Emerging level of proficiency receives 180 minutes of stand alone ESL instruction per week and 180 minutes per week of team teaching with a licensed ELA and ESL teacher. Students at the Transitioning and Expanding proficiency levels 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.

e. TBE program. *If applicable.*

N/A

f. DL program. *If applicable.*

N/A

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We follow all CR Part 154 program mandates. Our ESL program is organized to include self contained ESL classes, push-in, co-teaching and block programming. Students at the Entering level receive 360 minutes of stand alone ESL instruction per week , 180 minutes of ELA co -teaching instruction per week with a licensed ESL teacher and a licensed ELA teacher. Emerging level of proficiency receives 180 minutes of stand alone ESL instruction per week and 180 minutes per week of team teaching with a licensed ELA and ESL teacher. Students at the Transitioning and Expanding proficiency levels 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. In addition , these teachers of the following content areas are dually licensed: Social Studies, Science, and Math .

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

Part V: ELL Programming 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 9th, 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 (NYSITELL 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 Understanding Language Approach. All teachers follow the scaffolding Instruction for English Language Learners in ELA and Math . Our primary focus is acquiring academic vocabulary and writing in all content area classes. All ESL teachers incorporate Achieve 3000 into their lesson planning. Math teachers also utilize the program Think Through Math. All material that are used in ESL classrooms are age and grade appropriate. Teachers use Common Core Aligned Units for ELLs designed by American Institute for Research ( DOE), Engageny.org, Springboard Collections that scaffold based on NEW York State Scaffolding recommendations and the textbook Collection series. 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 Principles 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 NYSITELL, 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

24. How do you ensure that ELLs are appropriately evaluated in their home 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 languages. Bilingual staff and/or translation services are available to assess students, as needed.

25. 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 Think through 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. In addition, students participate in formal assessments twice a year at the beginning of the Fall semester and at the end of the Spring Semester. Students are also assessed at the end of each unit in every content area class. Assessment is on- going in each classroom, which allows the teachers to constantly evaluate each modality. Through the Achieve 3000 program students are evaluated three times per year, at the beginning, middle and end of the school year. Students are further evaluated via teacher made examinations, quizzess, and projects that require students to research and present their findings written and orally.

26. How do you differentiate instruction for each of the following ELL subgroups?

- f. SIFE
- g. Newcomer
- h. Developing
- i. Long Term
- j. Former ELLs up to two years after exiting ELL status

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 stand alone 90 minutes of ESL instruction per week, as well as all ELL testing modifications as per NYS regulations. In addition, these students are invited to attend the morning and afternoon tutorials and m attend Saturday School Academy program.

27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

1. Mr. Veneziano, Assistant Principal, is the individual in charge of written requests to initiate the Re-identification Process. He reviews all documents related to the initial or reentry identification process detailed above. Mr. Veneziano and ESL teachers, Ms. comeau and Ms. Ruchanskaya, would review the student's work in English and in the home language. The Principal and Assistant Principal will consult with parent or guardian. Mr. Veneziano, Assistant Principal and Ms. Sima Ruchanskaya, ESL Teacher, would conduct and review the results of a school-based assessment to evaluate the student's proficiencies in reading, writing, listening and speaking. The Principal and IEP Coordinator, Ms. Kathy La Fontant who

Chart

is bilingual in French and Haitian-Creole, will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of the Assistant Principal, ESL teachers, and IEP Coordinator, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents will be kept in the student's cumulative folder.

28. 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 and differentiated instruction, scaffolding of academic language, one-to-one support, and small group instruction. In addition, glossaries and bilingual dictionaries are used in every classroom. In ESL classrooms, there are bilingual libraries to help support native language. All students have access to computers for translation if needed.
29. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Our teachers target instruction to focus on students' IEP goals. Approximately 20% of all our classes are Integrated co-teaching classes where scaffolding is an integral part of lesson planning. Teachers are also afforded the opportunity to co-plan twice a week during their department and Academy meetings. During this time teachers are able to articulate and plan for their students and classes addressing specific student needs. This model ensures that the needs of students performing in the lower 1/3 of our population, which includes our ELLs and SWDs are afforded the attention and student's specific areas of need are addressed. Furthermore, students have been scheduled for morning and afternoon tutorials and Saturday School Academy.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

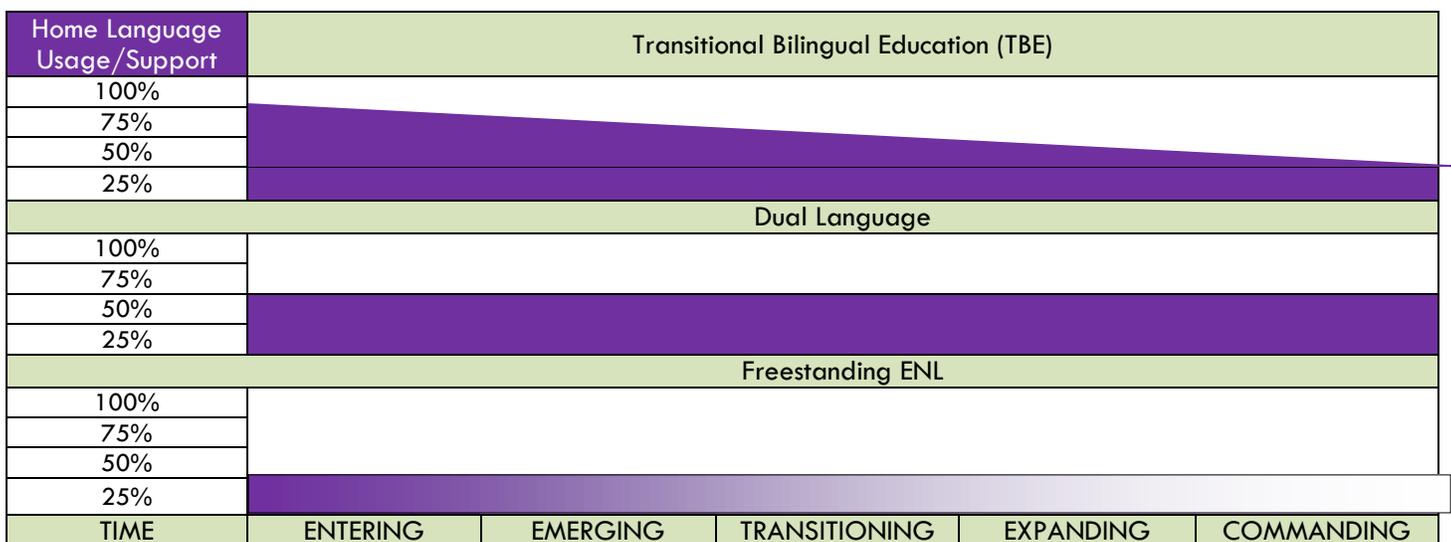


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our interventions programs targeted for ELLs are the following: Saturday School Program that help students to prepare for Regents examinations , credit accumulation and enrichment. Morning and Afterschool programs are offered to give additional support for ELLs in ; ELA, Math, Science and Social Studies. In addition, students are offered the opportunity to get assistance via the Committed Citizens for Excellence in Youth Education and Health, Inc. This organization offers regents and SAT preparation , Career building and homework help from Monday- Friday 4:00-6:00 P.M. In addition, our Saturday School Program includes NLA classes in Haitain-Creole and Spanish for our ELLs. 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.
31. 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. All teachers who teach ELLs are given NYSESLAT and NYSITELL results and at the beginning of the school year and are informed of the ELLs in their classes. In addition, teachers constantly review student data twice a week during department and Academy meetings.
32. What new programs or improvements will be considered for the upcoming school year?
- We are not considering any new programs for this year.
33. What programs/services for ELLs will be discontinued and why?
- We are not planning to discontinue any services or programs at this time.
34. 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 and SAT prep, Research in Science, Art, Robotics, Music, morning and afternoon school tutorials and Saturday School Program.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- The following instructional materials are used to support ELLs: Roseta Stone, St Math, Study Island and Achieve 3000 which provides support in Spanish and Haitain-Creole, 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. And as previously stated, all ESL classrooms have bilingual libraries, bilingual dictionaries and glossaries are in every content area classroom.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We do not have a Bilingual or a Dual Language program. Therefore, 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. Including technology such as computers that students can use to translate when needed.
- ENL: Beginning: 3 units of study per week (540 min.). We provide 700 minutes.
- STAND-ALONE ENL 1 unit of study in ENL 180 minutes;
- INTEGRATED ENL 1 unit of study in ENL/ELA (180 minutes.) and 1.0 unit of study Social Studie taught by dually licensed ESL/SS teachers, and 1 unit of LE taught by dually licences ESL/Science teacher
- EMERGING - (Low Intermediate) 2 units of study per week - (360 min.) ; 1 unit of study in ENL - 180 (mandated - 90 min.) ; 1 unit of study in ENL/ELA (180 min.) and 1.0 unit of study Social Studies taught by dually licensed ESL/SS teachers- 180 minutes, mandated 90, and 1 unit of LE taught by dually licences ESL Science teacher - 180 minutes -additional support;
- TRANSITIONING - (Intermediate) - ENL - 1 unit of study per week (180 min.) ; We provide 360 minutes.
- INTEGRATED ENL - 1 unit of study in ENL/Core Content Area - 180 min -mandated (90 min.) and 1.0 of Social Studies taught by dually licensed ESL/SS teacher - 180 minutes;
- EXPANDING (Advanced) - 180 minutes total - We provide - 360
- ENL INSTRUCTIONAL TIME - 1 unit of study per week (180 min.) and 1 unit of study in ENL/SS - Core Content Area -(180 min.)
- COMMANDING -(Proficient) Former ELLs must continue to receive services for an additional two years - mandate 0.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years. We p[rovide 180 minutes and SS taught by fuully licensed ESL/SS teacher - 180 minutes.

37. Explain how the school ensures all required services/resources support and 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. Moreover, materials that are used in the classroom are age and grade appropriate. Teachers utilize EngageNY, Springboard, Collection Textbook series. We are a high school and therefore all materials that are purchased and recommended by NYS and NYC are for grades 9-12 accordingly. Teachers modify materials by supplementing with glossaries, picture dictionaries, audio and visual materials. The texts that are being used in the classrooms are not simplified. Teachers provide extended scaffolding instructions.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
39. What language electives are offered to ELLs?  
Language electives of Spanish and French are offered to all students at ITAVA, including our ELLs.
40. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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 2015-2016 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. Paste response to question here:
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ESL support specialists will attend workshops provided by the Office of English Language Learners and turnkey information at grade meetings. In addition, all ESL teachers have participated in professional development that is offered by DOE for ELA teachers to support their implementation of the ELA textbook series Collection, which is Common Cored Aligned and recommended by the Department of Education. These PD's have assisted ESL teachers in supporting how to work on complex text, academic vocabulary, prepare for the new regents examination in ELA , incorporating technology in the ESL classroom and differentiate instruction. Furthermore, study groups are 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 are 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.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
In addition, we will use these sessions to provide ESL training to all teachers who work with English Language Learners and 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 8, 2015 - Questioning and Discussion Techniques  
October 5, 2015 - QTEL Strategies  
November 16, 2015 - Using Assessment in Instruction  
December 7, 2015 - The Reading and Writing Connection  
January 11, 2016 - Curriculum Planning  
March 14, 2016 - Looking at Student Work  
April 18, 2016 - Student Engagement  
May 16, 2016 - QTEL Training Paste response to question here:

## G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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. Translation for parents is available via our staff. The vast majority of our staff are bilingual in Spanish, French, Haitian -Creole and Bengali.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records are kept and maintained by the Parent Coordinator, Guidance Counselors, Academy and Department Leaders as well as all classroom teachers.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ESL teachers and Guidance Counselors conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability. In addition, ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement and program availability.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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. *aste response to question here:*

11. How do you evaluate the needs of the parents?

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.

12. How do your parental involvement activities address the needs of the parents?

See above

## H. Additional Information

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

It should be noted that an ELL SIFE graduated ITAVA in three years with the Advanced Regents diploma in June 2010 and started his college education.

2011 - All ELL students (36 graduated from HS and 18 graduated with the Advanced Regents Diploma; Most of them were SIFE. HS graduation rate was 90.7%

2012 - All ELLS graduated with Regents diploma -27 and 10 graduated with the Advanced Regents Diploma; 90% were SIFE and two were SWD; HS graduation rate was 89%

2013 - 92 of ELLS graduated with Regents diploma -31 and 10 graduated with the Advanced Regents Diploma; 90% were SIFE and two were SWD; HS graduation rate was 89.7%

2014 - 94% of all ELLS graduated with Regents diploma -27 and 10 graduated with the Advanced Regents Diploma; 90% were SIFE and three were SWD; HS graduation rate was 90%

2015 - 95% of all ELLS graduated with Regents diploma -27 and 10 graduated with the Advanced Regents Diploma; 90% were SIFE and four were SWD; HS graduation rate was 92.4%

2012 - Also, ELL students were the part of Robotics team that became # 1 in March 2011 in the City of New York.

2013, 2014, 2015 - Also, ELL students were the part of Robotics team that became the finalists of Robotics competitions in March 2013, 2014, 2015 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. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marina Vinitkaya	Principal		1/1/01
Anthony Veneziano	Assistant Principal		1/1/01
Ms. D Raymond	Parent Coordinator		1/1/01
Sima Ruchanskaya	ENL/Bilingual Teacher		1/1/01
Mr. Phillips	Parent		1/1/01
Mr. C. Reyes- Science	Teacher/Subject Area		1/1/01
Mr. G. Beaubrun- Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mr. Jean Claude Blaise	School Counselor		1/1/01
Mr. Michael Prayor	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 18k573      School Name: It Takes a Village Academy**  
**Superintendent: Michael Prayor**

**Before you begin, please check the following:**

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

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

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

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

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

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 Assistant Principal, Mr. Anthony Veneziano, and the ESL support specialist, a licensed ESL teacher, meet 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 NYSITELL 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Haitian- Creole/French, Spanish , English and Arabic

## Part B: Creating a Communications Calendar

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

Our school disseminates the following documents that are required for translation; school calendar of events, before and after school programs, monthly PTA and SLT meetings, monthly school newsletters, parent-teacher conferences, etc

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

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 come to school, the school secretary, parent coordinator, and guidance counselor all of whom speak French and Haitian Creole provide support. In addition, our guidance counselor and assistant principal speak Spanish. 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.

## Part C: Providing Language Assistance Services

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

The school uses in-house 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 Bengali translations are being provided by DOE translation Unit. The school staff translates all letters that are sent to parents.

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

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 come to school, the school secretary and parent coordinator who speak 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.

#### **Part D: Training Staff on Policies and Procedures**

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

All staff members are informed regarding translation services at all faculty and department conferences. Staff members are directed to school personnel who are knowledgeable in order to facilitate this process.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

The school 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 personnel 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.

## Part F: Monitoring and Quality Control

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

The Parent Coordinator and ESL teachers conduct on-going orientation sessions for parents, providing them with important information regarding program placement , program availability, PTA meetings and school events.

- In addition, via our monthly PTA meetings, parent surveys, as well as our school's " open door policy" for all parents who are welcomed to come and share their comments and concerns. Our parent coordinator who is bi-lingual also addresses parental needs, concerns, and directs parents to appropriate school personnel.