



**MANHATTAN BUSINESS ACADEMY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: MANHATTAN BUSINESS ACADEMY**  
**ADDRESS: 351 WEST 18 STREET**  
**TELEPHONE: 212-647-1983**  
**FAX: 212-647-1989**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310200011392      **SCHOOL NAME:** MANHATTAN BUSINESS ACADEMY

**SCHOOL ADDRESS:** 351 WEST 18 STREET, MANHATTAN, NY, 10011

**SCHOOL TELEPHONE:** 212-647-1983      **FAX:** 212-647-1989

**SCHOOL CONTACT PERSON:** KAREN POLSONETTI      **EMAIL ADDRESS** KPolson@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Thomas Charroppin

**PRINCIPAL:** KAREN POLSONETTI

**UFT CHAPTER LEADER:** Craig Zimmerman

**PARENTS' ASSOCIATION PRESIDENT:** Karen Downing

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Alejandra Contreras

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 2      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** TERRY BYAM/Marie Rousseau

**SUPERINTENDENT :** ELAINE GORMAN

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
KAREN POLSONETTI	Principal	Electronic Signature Approved.

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

By the end of four years at MBA, our students will be able to both collaborate in diverse situations and communicate ideas and opinions effectively in order to be successful in college and the business world. This will be evidenced in a culminating project where students will effectively express and defend their researched ideas using both oral and written communication.

We also honor our business them and provide students with the business skills that lead to success.

Instructional approaches are shared across disciplines but are differentiated to accommodate different learning styles and levels. They incorporate the Habits of MBA Learners, which emphasizes higher order thinking skills which prepare students for college and the world of business.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		MANHATTAN BUSINESS ACADEMY								
<b>District:</b>		2	<b>DBN #:</b>		02M392	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				0					TBD	
Kindergarten				0						
Grade 1				0	<b>Student Stability - % of Enrollment:</b>					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					60	
Grade 8				0						
Grade 9				122	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				0					TBD	
Grade 12				0						
Ungraded				0	<b>Recent Immigrants - Total Number:</b>					
Total				122	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				0	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				18	Superintendent Suspensions				TBD	
Number all others				1						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only			4	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			5	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			27				
Hispanic or Latino			51.6				
Asian or Native Hawaiian/Other Pacific Isl.			9				
White			5.7				
Multi-racial							
<b>Male</b>			47.5				
<b>Female</b>			52.5				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>				<b>Overall Evaluation:</b>			
<b>Overall Score</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

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

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?
- What student performance trends can you identify?
  - Students enter high school at highly different levels of proficiency which is most prominent in our Math and English classes
  - Using our DYO rubric in both Math and English we have identified students struggling most with successful use of evidence in their writing.
  - According to ARIS and our first DYO assessment, a majority of the students weak in literacy and specifically lacking skills in summarizing and determining importance.

What have been the greatest accomplishments?

- Teachers emphasize the skills to successfully incorporate evidence in writing. The observable outcome has been students improving on average 50% in the area of incorporating evidence effectively in writing.
- 70% of our students passed the Algebra Regents which is a result of incorporating intervention strategies into our Mathematics instruction (ie. creating smaller classes, differentiating instruction, offering extended day, providing intensive regents preparation.)

Most significant aids:

- Collaborative team teaching
- DYO Assessments
- Common planning time
- Weekly professional development
- Extended day
- Creating a culture of planning
- Differentiated intervention strategies

Barriers:

- Highly diverse student population in needs
- New teaching staff with 80% of the teaching experience being between 1 and 3 years.
- Students entering high school with low literacy skills
- Lack of technology at students home



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
Students will become more proficient in demonstrating the use of providing evidence in their writing as evidenced by lesson plans, observations and increase in DY0 Assessment area "Providing details and evidence".	Students will become more proficient in demonstrating the use of providing evidence in their writing as evidenced by lesson plans, observations and increase in DY0 Assessment area "Providing details and evidence".
Students will demonstrate progress in numeracy skills as evidenced by 75% of students passing Math courses	Students will demonstrate progress in numeracy skills as evidenced by 75% of students passing Math courses
To improve Parent Engagement, we will increase our parent involvement at the monthly PTA meetings.	To improve Parent Engagement, we will increase our parent involvement at the monthly PTA meetings.



## SECTION VI: ACTION PLAN

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

**Subject Area**

**(where relevant) :**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will become more proficient in demonstrating the use of providing evidence in their writing as evidenced by lesson plans, observations and increase in DY0 Assessment area "Providing details and evidence".</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>□ All school wide professional development activities will be aligned with the above stated goal. Professional development activities will model research based practices such as Understanding by Design by Wiggins and McTighe and the use of ISA assessments/rubrics to inform teaching and learning. Collaborative practices will produce interim assessments such as the DY0-ELA, presentations of learning and common peer observation questions. All teachers and support staff will attend a variety of conferences and professional learning sessions to strengthen their knowledge of "college ready" instruction. Principal, assistant principal, and all lead teachers will provide professional development and training for others. A professional library will be developed that provides materials to support professional learning in literacy, assessment, differentiating instruction, working with special population and ELL. Interim assessments and the disaggregated data will be used to study and apply improvement strategies to support student learning outcomes. Teachers of ELL students in content area classes will receive additional support and training. Twice a month teachers will use protocols to examine student work and teacher assignments for the purpose of tracking evidence of progress related to the aforementioned objectives. Data specialist will disaggregate data to staff for purpose of developing instructional and assessment strategies to better meet the needs of our targeted students. Lead teacher meets with ELA teacher weekly. ISA DY0 coach meets with both ELA and Math teachers.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Two English classes/teachers to create a double period of English/Literacy for 9th grade students. Lead teacher with expertise in literacy utilized to plan professional development, support teachers with informal observations and work one on one with non-tenured teachers. \$9000 Title I ARRA funds to be utilized to improve planning using Wiggins and McTighe. \$745 NYSTL money allocated for funding of libraries in classrooms.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Students will demonstrate progress in numeracy skills as evidenced by 75% of students passing Math courses</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All school wide professional development activities will be aligned with the above stated goal. Professional development activities will model research based practices such as Understanding by Design by Wiggins and McTighe and the use of ISA assessments/rubrics to inform teaching and learning. Collaborative practices will produce interim assessments such as the DYO-Math, presentations of learning and common peer observation questions. Teachers and support staff will attend a variety of conferences and professional learning sessions to strengthen their knowledge of infusing numeracy into their instruction. Principal, assistant principal, and all lead teachers will provide professional development and training for others. A professional library will be developed that provides materials to support professional learning in numeracy, assessment, differentiating instruction, working with special population and ELL. Interim assessments and the disaggregated data will be used to study and apply improvement strategies to support student learning outcomes. Teachers of ELL students in content area classes will receive additional support and training. Twice a month teachers will use protocols to examine student work and teacher assignments for the purpose of tracking</p>

	evidence of progress related to the aforementioned objectives. Data specialist will disaggregate data to staff for purpose of developing instructional and assessment strategies to better meet the needs of our targeted students. Lead teacher meets with Math teachers weekly. ISA DYO coach meets with both ELA and Math teachers.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	\$1226 NYSTL funds allocated for software programs to strengthen numeracy skills. Smartboard purchased at the end of the 2010 school year with professional development pending to create engaging lessons in Algebra and Geometry to strengthen students understanding of learning objectives. \$2000 allocated in supplies money to purchase technology such as the Elmo, to display and discuss student work in the classroom.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To improve Parent Engagement, we will increase our parent involvement at the monthly PTA meetings.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Monthly newsletters emailed to parents to provide information and upcoming events. Creation of a space in the school for a parent computer for parents as requested by the PTA board. Regular telephone calls home to parents as a reminder of the meetings. Collaboratively planned agenda with teachers, principal and PTA board to encourage parents to attend the meetings. Purchasing of Metrocards for parents to come to the meetings.

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>\$1188 allocated from Parent Involvement funding to utilize on purchasing a parent computer.  Hiring an additional school aide to assist with distribution of weekly letter and telephone calls home to parents</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	120	30	14	14	20	18		
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> All 9th grade students have two periods of English to improve their reading and writing skills. All 9th grade students are also involved in the Student Press Initiative where they receive one on one support with their writing and re-writing through SPI consultants and MBA's literacy experts.
<b>Mathematics:</b>	<input type="checkbox"/> Students who enter 9th grade with a low 8th grade score in Math receive one on one or group tutoring after school. Students with IEP's who struggle with Math also receive tutoring after school as well as planned lessons incorporating the "pull out" strategy to target areas of deficiency in mathematics for both students with IEP's and students without IEP's.
<b>Science:</b>	<input type="checkbox"/> Targeted students who are struggling in Science receive tutoring support after school.
<b>Social Studies:</b>	<input type="checkbox"/> Targeted students who are struggling in Social Studies receive tutoring support after school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Students who have mandated counseling on their IEP's receive mandated tutoring with our guidance counselor. Our guidance counselor also created a "Boys Group" after school for our male students who are struggling with impulse control. This is in a small group.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Students who have IEP's see the School Psychologist for Tri-annuals during school time.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A

**At-risk Health-related Services:**

N/A

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**9, 10**

**Number of Students to be Served:**

**LEP 16**

**Non-LEP 200**

**Number of Teachers 17**

**Other Staff (Specify) 6 (Lead teacher, principal, paraprofessional, secretary, school aide)**

**School Building Instructional Program/Professional Development Overview**

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

**Language Instruction Program**

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

□

MBA implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. The specific goals of MBA's ESL program are:

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

#### Freestanding English as a Second Language Program

In the Freestanding ESL component we have 9 students. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 500 minutes to 550 minutes a week of English instruction a week including 395 minutes of English instruction with an ESL certified teacher.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

MBA ELL's are in a small group daily advisory to continue strengthening their literacy and academic skills as well as address students emotional needs. There are 9 ELL students in advisory with one ESL certified teacher.

All students, including ELL students, have two periods of English a day. In both classes we focus on strengthening the students literacy skills and provide students with time to read individually and with a small group. An ESL teacher is providing the instruction and utilizing researched ESL literacy strategies to improve ELL and Non-ELL literacy.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

MBA teachers meet daily during common planning time to discuss instruction and student success for ELL students as well as non-ELL students. Teachers also meet weekly for two and a half hours one day a week for professional development to improve our instructional strategies.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

**Section III. Title III Budget**

—

**School: 02M392**

**BEDS Code: 310200011392**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	68,300	□ ESL teacher to supplement literacy in English classes for our ELL and Non-ELL students.

- Per diem		Per session for Academic Intervention Services for ELL students 2 days a week working on reading and writing. <input type="checkbox"/>
<b>Purchased services</b> - High quality staff and curriculum development contracts	12000	<input type="checkbox"/> Consultants to work with all teachers on ELL strategies to improve literacy across content areas
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1311	<input type="checkbox"/> <b>Books on tape, leveled books for ELL instruction</b>
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> We have not budgeted this category this year.
<b>Travel</b>	0	<input type="checkbox"/> We have not budgeted for this category this year.
<b>Other</b>	0	<input type="checkbox"/> We have not budgeted for this category this year.
<b>TOTAL</b>	<b>13311</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

□

At the Manhattan Business Academy we utilize many different methods to insure that all of our parents are a vital and informed part of our community. To assess the need for written and oral translation we start by using our Advisory Program where each advisor contacts parents at the beginning of the year. During this initial contact, parents are able to inform us if their preferred language is different than English. We also utilize our guidance counselor and our PTA President to reach out to parents during PTA meetings and Parent Teacher Conferences to insure that all parents are receiving and understanding school information. We also utilize the NYC ATS data base to report and gather data on student ethnicity and language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. □ The majority of our students who speak another language at home need written and verbal translation in Spanish. These findings are reported to the school community using our MBA Portal where staff members share information. We also discovered that two of our students need written and verbal translation in Mandarin, three students in Arabic and one student in American Sign Language. These were all communicated using our MBA Portal.

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

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

Written translation services will be provided by:

- MBA staff members who write in Spanish proficiently
- DOE translation services who write in Arabic
- Utilizing teacher resources on our school campus who write in Mandarin proficiently

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

Oral translation services will be provided by:

- MBA staff members who speak Spanish proficiently
- DOE translation services who speak Arabic proficiently
- Teacher resources on our school campus who speak Mandarin proficiently
- DOE translation services who can proficiently sign for our hearing impaired parents.

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

The school sends out this notice in multiple languages.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	78,444	7844	7844
2. Enter the anticipated 1% set-aside for Parent Involvement:	784		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3922	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7833	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□ Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Manhattan Business Academy (in compliance with the Section 1118 of Title I, Part A of the NCLB Act) is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MBA's policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of our children. Parents are encouraged to actively participate in the School Leadership Team and the Parent-Teacher Association as welcome members of our school's community. MBA will support our parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement (eg: Math tutoring for parents, technology workshops)
- 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.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.
- Providing support for parents in finding ways to support their students in their search for the right college and ways to fund college (ie. college workshops, college visits with parents and students).

MBA's Parent Involvement Policy was designed upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with the Title I parents to improve academic quality of our school.

- school's 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, MBA will:
- outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- to promote parent involvement, including family literacy and parenting skills;
- our Parent Involvement Policy and the School-Parent Compact;

- Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- 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

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

Manhattan Business Academy, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a

staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

Standards and Assessments by:

Behind (NCLB) Act;

Support home-school relationships and improve communication by:

how this Compact is related;

transportation, child care or home visits for those parents who cannot attend a regular meeting;

ensure participation in the child's education;

in a format and to the extent practicable in a language that parents can understand;

and this Compact;

and other pertinent individual school information; and

Provide parents reasonable access to staff by:

effectively.

activities; and

Provide general support to parents by:

guardians;

providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

community;

the Parent Involvement Policy;

Child Left Behind Title I requirement for Elementary/Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

inform the school when my child is absent;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)

time;

communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; respond to surveys, feedback forms and notices when requested; become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible; take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups for the improved academic achievement of my child;

:

- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on

\_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_November 17\_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

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

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

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

Our Continuous Organizational Improvement plan ensures reflective needs assessment activities and thoughtful designs for future improvements. Regular team and faculty meetings provide a forum for continuous organizational improvement and for a focus on accountability for measurable results. Staff use the meetings to self-examine and self-monitor the various interacting components (such as curriculum, instruction, use of time, class organization, professional development, student performance, etc.) to ensure coherence and effectiveness. For an external perspective on program quality, the team participates in a "critical friends" process, whereby a team of like-minded, external stakeholders visits the program to assess its quality of teaching and learning. Staff in network schools can comprise

these teams. Additional documentation on program implementation is collected by NCREST and provided to the school for the purposes of informing practice and improving program delivery.

To assist the team in tracking progress made by students, ISA and NCREST work with schools to implement a Value-Added Program Assessment which includes scored samples of student work in writing and math, surveys of students' attitudes and expectations about school and their future and videotaped interviews with cohorts of students.

At the Manhattan Business Academy, we utilize protocols to help us make decisions. Protocols we have used in the past to help us reach consensus, create actions plans, assess current practices, reflect and learn include:

- Tuning Protocols
- Looking at Student Work
- Data-Driven Discussions
- SMART Action Plan
- Critical Friends
- Success Analysis
- Futures
- Rhetoric v. reality

Many of these protocols can be found at the National School Reform Faculty website (<http://www.nsrffharmony.org/protocol/index.html>)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

We at MBA are a community of educators that meets consistently to address the needs of our diverse learners. As an ISA school we believe in 7 principles of learning. These principles guide us to develop a program that can restructure and adapt to ensure that our students graduate within four years and are accepted to College. Specifically, the following principles show our conditions and experiences that have prepared us to better meet the needs of all of our students.

These principles are based on ISA's achieved effectiveness and current educational research. ISA, with NCREST, facilitates the implementation of these principles through the coaching, professional development, and technology strategies that research shows effectively support program development and higher levels of student achievement and school affiliation. Our ISA Seven Principles consist of:

- 1) **College preparatory instructional program** : The instructional program prepares all students for college admission and completion by focusing on students' intellectual development and emphasizing the development of higher order thinking skills, organization skills,

habits of work such as perseverance and preparedness, and mastery of basic skills in reading, writing, and mathematics. Literacy and numeracy are embedded in content areas across the curriculum and students are taught literacy and mathematics skills explicitly where needed. Elements of the instructional program include:

An inquiry approach to curriculum and instruction , focusing on the goal of enabling students to use their minds well (i.e., rigorous intellectual development for all as the central feature of the model). Intellectual rigor in curriculum, instruction, assessment, and student work is based on commonly used criteria for identifying rigor, such as construction of knowledge, disciplined inquiry, and value beyond school.

Infrastructure for student support includes the organizational and instructional structures that provide the academic and social supports necessary for students to successfully engage in intellectually rigorous, college prep curriculum and produce intellectually rigorous work. Examples include counseling, close and sustained relationships with teachers for the purpose of social and academic development, tutoring, and math and literacy lab classes that provide intensive skills instruction as needed.

Development of habits of mind and habits of work such as examining phenomena through multiple perspectives and developing time-management skills.

Literacy and numeracy across the curriculum . Opportunities for students to develop literacy and numeracy skills are taught across the content areas; for example, students may examine statistics in social studies and science and do extended writing tasks and exhibitions (oral presentations) across subject areas.

Multiple forms of assessment : Programs use multiple forms of assessment, including performance and value-added assessments, standardized tests and teacher tests, to ensure accuracy and equity, guide pedagogical decisions, and help teachers monitor and support student learning.

Intensive 9<sup>th</sup> –12<sup>th</sup> grade post-secondary education preparation including financial aid guidance, visits to college campuses and other post-secondary institutions, relationships with college admissions officers, parent information, SAT prep, and courses at local colleges.

Internships and community service where students can learn about their talents, interests, strengths, and weaknesses in the world of work as well as the demands they will be expected to meet.

- 2 ) **Dedicated staff of teachers and a counselor:** The team provides consistency for students throughout the four years of the program. The team agrees that once students are selected, the team remains committed to their continuance and to their success. Teachers have expertise in the subject area they teach and demonstrate successful experience teaching diverse students at risk. Teachers and counselors value and commit to working collaboratively.
- 3) **Continuous Professional Development :** Weekly common meeting time is regularly scheduled for the staff to plan, problem solve, and review student work and progress collaboratively, as a whole and in teams. Additionally, staff participate in ISA professional development opportunities such as Summer and Winter Institutes or other professional activities that enhance teachers' content knowledge and pedagogical skills.

**The purpose of professional development is to build the capacity of ISA teachers and counselors to develop a program at their school that effectively implements ISA principles so that students achieve at high levels and are adequately prepared**

**for college and the world of work. Professional development has three components: 1) customized training on an as-needed basis, 2) regularly scheduled coaching targeted to program development and strategic planning, and 3) technology.**

**Customized professional development might include training in pedagogical skills such as instructional strategies for diverse learning styles; content knowledge-building; curriculum development; assessment; strategies for personalization; planning backwards for curriculum alignment with local standards and program and school learning goals; leadership development; planning for the extended day program; parent participation; and creating linkages with local colleges.**

COACHING FOR PROGRAM DEVELOPMENT AND STRATEGIC PLANNING: COACHING INCLUDES THE FACILITATION OF:

- o Program planning and implementation: each site builds its program on the strengths of the teachers involved, the interests and needs of the students, and the culture and values of the local context in ways that embody and are consistent with ISA principles and goals. This approach builds local ownership, commitment, and sustainability and is designed to attract intellectually strong, deeply committed, effective, experienced teachers
- o Professional development in organization, curriculum, instruction, assessment, interventions, internships, advisories, student support, and the construction of student post-graduation plans
- o Linkages to practitioners and schools in other nearby districts, current research findings, and professional development opportunities
- o The development and execution of a process for student recruitment and selection, including the production of student recruitment materials and presentations
- o Collaborative planning, problem solving, sharing of effective practices, review of students and student work
- o The development of a process for program review, assessment, and revision
- o The identification of expert schools/programs and practitioners, which could serve as resources for new ISA teachers and counselors to learn new practices and organizational structures, do short term residencies, and establish linkages
- o The development of the family support component
- o Relationships between ISA, the school and the district

**4) Distributed Counseling :** Each team has a counselor who provides direct services to students and their families, sometimes through leveraging available community resources. The counselor works closely with teachers to support the implementation of learning and social interventions for students. The counseling component includes mechanisms such as advisories or family groups led by teachers for the purpose of personalizing the school experience, developing strong student affiliation with the program, and monitoring student progress and achievement. The counseling component also includes initiatives such as peer mediation and conflict resolution that help students develop effective problem solving skills.

**5) Extended school day and school year :** Goals for students' learning and the school's college prep instructional program drive the length of the school day and year. The extended day and extended school year enable staff to provide students with the time, attention and other supports necessary for their success with the program's challenging, college prep curriculum. The extended time frame for learning also provides additional opportunities for effective skill and talent development and enrichment.

## 6) Parent Involvement

Because parental/guardian partnership and support can advance the achievement of children, ISA teams seek parental involvement and feedback with regard to their students' education. Teachers and counselors keep parents informed of students' progress, the development of the program, and its efforts and achievements.

- 7) **Continuous Organizational Improvement** : The regular team and faculty meetings provide a forum for continuous organizational improvement and for a focus on accountability for measurable results. Staff use the meetings to self-examine and self-monitor the various interacting components (such as curriculum, instruction, use of time, class organization, professional development, student performance, etc.) to ensure coherence and effectiveness. For an external perspective on program quality, the team participates in a "critical friends" process, whereby a team of like-minded, external stakeholders visits the program to assess its quality of teaching and learning. Staff in network schools can comprise these teams. Additional documentation on program implementation is collected by NCREST and provided to the school for the purposes of informing practice and improving program delivery.

To assist the team in tracking progress made by students, ISA and NCREST work with schools to implement a Value-Added Program Assessment which includes scored samples of student work in writing and math, surveys of students' attitudes and expectations about school and their future and videotaped interviews with cohorts of students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□ **Extended school day and school year** : Goals for students' learning and the school's college prep instructional program drive the length of the school day and year. The extended day and extended school year enable staff to provide students with the time, attention and other supports necessary for their success with the program's challenging, college prep curriculum. The extended time frame for learning also provides additional opportunities for effective skill and talent development and enrichment.

- o Help provide an enriched and accelerated curriculum.

□ **College preparatory instructional program** : The instructional program prepares all students for college admission and completion by focusing on students' intellectual development and emphasizing the development of higher order thinking skills, organization skills, habits of work such as perseverance and preparedness, and mastery of basic skills in reading, writing, and mathematics. Literacy and numeracy are embedded in content areas across the curriculum and students are taught literacy and mathematics skills explicitly where needed. Elements of the instructional program include:

An inquiry approach to curriculum and instruction , focusing on the goal of enabling students to use their minds well (i.e., rigorous intellectual development for all as the central feature of the model). Intellectual rigor in curriculum, instruction, assessment, and

student work is based on commonly used criteria for identifying rigor, such as construction of knowledge, disciplined inquiry, and value beyond school.

Infrastructure for student support includes the organizational and instructional structures that provide the academic and social supports necessary for students to successfully engage in intellectually rigorous, college prep curriculum and produce intellectually rigorous work. Examples include counseling, close and sustained relationships with teachers for the purpose of social and academic development, tutoring, and math and literacy lab classes that provide intensive skills instruction as needed.

Development of habits of mind and habits of work such as examining phenomena through multiple perspectives and developing time-management skills.

Literacy and numeracy across the curriculum . Opportunities for students to develop literacy and numeracy skills are taught across the content areas; for example, students may examine statistics in social studies and science and do extended writing tasks and exhibitions (oral presentations) across subject areas.

Multiple forms of assessment : Programs use multiple forms of assessment, including performance and value-added assessments, standardized tests and teacher tests, to ensure accuracy and equity, guide pedagogical decisions, and help teachers monitor and support student learning.

Intensive 9<sup>th</sup> –12<sup>th</sup> grade post-secondary education preparation including financial aid guidance, visits to college campuses and other post-secondary institutions, relationships with college admissions officers, parent information, SAT prep, and courses at local colleges.

Internships and community service where students can learn about their talents, interests, strengths, and weaknesses in the world of work as well as the demands they will be expected to meet.

o Meet the educational needs of historically underserved populations.

Infrastructure for student support includes the organizational and instructional structures that provide the academic and social supports necessary for students to successfully engage in intellectually rigorous, college prep curriculum and produce intellectually rigorous work. Examples include counseling, close and sustained relationships with teachers for the purpose of social and academic development, tutoring, and math and literacy lab classes that provide intensive skills instruction as needed.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Infrastructure for student support includes the organizational and instructional structures that provide the academic and social supports necessary for students to successfully engage in intellectually rigorous, college prep curriculum and produce intellectually rigorous work. Examples include counseling, close and sustained relationships with teachers for the purpose of social and academic development, tutoring, and math and literacy lab classes that provide intensive skills instruction as needed.

o Are consistent with and are designed to implement State and local improvement, if any.

Our school participates in weekly professional development that is aligned to implement State and local improvement.

3. Instruction by highly qualified staff.

Our school has weekly professional development for 2 hours to discuss and improve instruction. At this time we use critical friends protocols, tuning protocols and a rhetoric reality gap to analyze our own instruction and decide on systems and strategies to improve and support student achievement.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

MBA teachers meet daily during common planning time to discuss instruction and student success for all students. Teachers also meet weekly for two and a half hours one day a week for professional development to improve our instructional strategies.

Each Wednesday, for two hours, the staff meets to address instructional initiatives. Summits are planned in advance, are responsive to current data (qualitative and quantitative), and are outcomes-driven: there is follow-up on the work that comes out of the summit and our ultimate goal is to meet the mission of the school. To best meet our long-term and short-term goals, we will employ different configurations and groupings

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our ISA partnership provides us with additional HR support through website and networks, hiring fairs.

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

Our advisory program creates a strong connection between parents and the school.

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

MBA uses a distributive leadership protocol where teachers and the leadership team meet weekly to discuss instruction. Together we make decisions regarding assessments, looking at student work, and supporting students who are struggling.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our guidance counselor and leadership team meet to identify struggling students through data such as progress reports, teacher

recommendations and periodic assessments. From this data the team creates intervention strategies such as parent conferences, tutoring and small group instruction.

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

□

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

### **Explanation/Background:**

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes					

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
0

2. Please describe the services you are planning to provide to the STH population.

Currently there are no students enrolled in the Manhattan Business Academy that are in temporary housing. However, the model for the STH population centers around our advisory program. Students in temporary housing will have an advisor that is in close contact with the parent to understand the needs and situation of the student. The advisor will work one on one with the student and the guidance counselor to ensure that the student has all the necessities to be prepared for school including meals, supplies, clothes and any other need that is not provided for the student due to being in temporary housing. We also offer tutoring or homework help after school for our STH population so students have a warm safe place to complete their work.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
  - We currently do not have an STH population however our STH plan centers around our advisory program. Students in temporary housing have an advisor that will be in regular contact with the parent to determine individual needs of the student. MBA has a Dean of Student Life that will provide the student with any necessities that the student needs such as meals, school supplies, clothes, etc. The advisor and the guidance counselor will work together to support the student emotionally. MBA has an after school tutoring/homework program where the student can do his/her work in a safe warm environment.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_02M392\_020311-134940.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Terry Byam Cluster</b>	District <b>02</b>	School Number <b>392</b>	School Name <b>Manhattan Business</b>
Principal <b>Karen Polsonetti</b>		Assistant Principal <b>None</b>	
Coach <b>Eileen Cuff</b>		Coach <b>Debra Freeman</b>	
Teacher/Subject Area <b>Michael Farrel/ESL Teacher</b>		Guidance Counselor <b>Jose Vasquez</b>	
Teacher/Subject Area <b>Emily Goldstein/Special Ed</b>		Parent <b>Karen Downing</b>	
Teacher/Subject Area <b>Erin Quigley/Lead Teacher</b>		Parent Coordinator <b>None</b>	
Related Service Provider		Other	
Network Leader <b>Terry Byam</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>220</b>	Total Number of ELLs		ELLs as Share of Total Student Population (%)	<b>0.00%</b>
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### Part II: ELL Identification Process

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

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

1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. Our Guidance Counselor sends a Home Language Identification Survey home to every student which is returned to each student's advisor. An informal oral interview in English is administered by our ESL certified teacher, Michael Farrell. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is given by our ESL teacher, Michael Farrell to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

2, 3 & 4. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. MBA is proud to offer Freestanding ESL to conform to the parental choice selections. Both our ESL teacher, Michael Farrell and our Guidance Counselor, Jose Vasquez explain these programs to parents. When Entitlement Letters are returned, our Guidance Counselor, Mr. Vasquez, stores them in the student files.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MBA provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. MBA honors student choice by ensuring that our ELL programs are clearly described and the parent choice is enacted. Parent Choice letters are stored in each child's file in the Guidance Counselor's office.

5 & 6. This is only our 2<sup>nd</sup> year as a school and thus far, 100% of the parents and students opted for our Freestanding English program. Our parents have chosen for their children to be immersed in a free-standing English program which is aligned directly with our program. As MBA grows, we will continue to develop our ESL program to fit the needs of our students.

## Part III: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0				
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 9
<b>Total</b>	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 9

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	6			10
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>13</b>								

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
<p>1a. MBA implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. The specific goals of MBA’s ESL program are:</p>

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

2. In the Freestanding ESL component we have 13 students. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 500 minutes to 550 minutes a week of English instruction a week including 395 minutes of English instruction with an ESL certified teacher. These students are also taking Native Language Arts in Spanish for 240 minutes a week.

Our organizational models include a push in model where our ELL teacher works with our ELA teacher for a double period everyday to support our ESL students literacy. Our ESL students are also in one self-contained class with our ESL teacher to supplement the work they do in content classes.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. . In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

3. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Content teachers meet with our ELL teacher to review instructional strategies that best serve our ELL population. Content teachers use graphic organizers and other strategies to make information clear to our ELL students.
- To differentiate instruction for ELL students, Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- To differentiate instruction for ELL students, Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

MBA ELL's are in a small group daily advisory to continue strengthening their literacy and academic skills as well as address students emotional needs. There are 9 ELL students in advisory with one ESL certified teacher.

All students, including ELL students, have two periods of English a day. In both classes we focus on strengthening the students literacy skills and provide students with time to read individually and with a small group. An ESL teacher is providing the instruction and utilizing researched ESL literacy strategies to improve ELL and Non-ELL literacy.

4b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

4c. MBA ELL's that have received services for 4 - 6 years are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test. We ensure that ever ELL students receives the correct amount of mandated minutes. At MBA ELL students receive more than their mandated minutes.

4d. MBA ELL's that have received services for over 6 years are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test.

4e. MBA's ELL's with Special Needs are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test. These students also have two teachers in their classes to provide a lower student - teacher ratio to give them more personalized attention.

## B. Programming and Scheduling Information--Continued

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

5. Students receive a double block of English with a push in ELL teacher in the 9<sup>th</sup> grade. This class is a freestanding immersion ELL class where all students are reading independently for 30 minutes with leveled books. The last hour and a half, teachers target instruction centering around effective reading and writing strategies using scaffolded differentiated lessons. Our 10<sup>th</sup> grade ELL students have a small instruction class of 12 students four times a week with our ELL teacher. In Math and other content areas, our teacher differentiate their instruction using graphic organizers, visual aids and audio support to assist our ELL students. Students also receive supplementary support in their advisory and in our after school programs when necessary.

6. Students will be supported for two years after reaching proficiency on the NYSESLAT test with targeted tutoring after school.

7. Next year we will be considering hiring an additional ELL teacher to support our growing population of ELL students. This ELL teacher will push in to content classes to support our ELL students.

8. None

9. All of our students, including ELL's, are offered the same opportunities before and after school such as tutoring in different content areas, enrichment programs and after school clubs.

10. Classes have leveled books for reading in ELA. Content classes scaffold the readings in each class and utilize technology such as the ELMO, the LCD projector and laptops to supplement their instruction. The Elmo is used to support ELL students because teachers are able to visually present material in various ways. They are able to display student work as a model for other students. The LCD projector allows teachers to use both visual and audio methods to differentiate their instruction to make ideas and concepts clearer for our ELL students.

11. Native language is supported through our Foreign Language classes.

12. Yes.

13. Students are involved in an orientation before the school year begins.

14. Spanish

## C. Schools with Dual Language Programs

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

#### D. Professional Development and Support for School Staff

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

1. At MBA we have a strong professional development program that focuses on Writing Across the Curriculum for all of our teachers, content teachers, ELL teachers, Special Education teachers, and elective teachers as well as our Guidance Counselor. We focus on all of our ELL students DYO scores to strategize how to best support our ELL's using reading and writing strategies such as leveled reading, read aloud/think alouds and literacy circles. Our secretary is trained on budget and compliance issues that are required to provide services for our ELL students.
2. ELL's have an advisory program which is a small class of 10 - 12 students that focuses on parent connection, reading and writing. We use our advisory program to support our ELL students in making the transition from middle school to high school. The advisor, which is an ESL certified teacher, supports our ELL students and their parents instructionally as well as organizationally.
3. All staff participate in 2 and a 1/2 hours of professional development weekly to be trained on ELL strategies, literacy, inquiry and lesson planning.

#### E. Parental Involvement

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

1. Through our advisory program, all parents are contacted via telephone, email and letters monthly. All parents, including parents of ELL's, are invited to our PTA meetings and other parent activities such as School Fairs, Open Houses, College Visits, etc. Parents of ELL's are communicated with via a translator from the school or an outside resource. This year we are starting a Math tutoring program for parents as well.
2. No
3. We use the Home Language Survey to start our assessment of needs. We utilize our advisory program to obtain information and needs of our ELL students and parents to ensure that we meet the needs of students.
4. We conduct surveys to discover the needs of the parents for our PTA meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12		L

Beginner(B)										0	0			0
Intermediate(I)										1	4			5
Advanced (A)										4	4			8
Total	0	0	0	0	0	0	0	0	0	5	8	0	0	13

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

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math	9		2	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	0		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Test)								
Chinese Reading Test								

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

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

1. At MBA we formally assess students writing and reading ability in the first weeks of school using our DYO assessment. Leadership facilitates professional development centered around using data to inform out instruction. Teachers then use the PD and the data to write unit and lesson plans to support our ELL students and all of our students.

2. The data reveals that our students are all Intermediate and Advanced on the NYSESLAT test. 8 students scored proficient in Listening and Speaking while none scored proficient on Reading and Writing. From this data we know that we need to increase our literacy instruction which is why we our focus for PD is "Writing Across the Curriculum".

3. This tells us that we need to focus our instruction on effectively and strategically teaching reading and writing across the curriculum. Because of this, we have hired a consultant from the Writing Project to support our teachers in small groups on a weekly basis. We have also hired consultants in content areas to support our teachers with differentiating the reading assignments in class.

4a. Our ELL students are scoring comparable to our General Education students in school wide tests. On the Algebra regents 22% of our ELL students passed the Algebra Exam.

4c. Our school uses the periodic assessments as a professional development tool for teachers to modify and adapt their instruction to better support our students. The Periodic Assessments indicate that our ELL students are weak in writing.

5. N/A

6. MBA evaluates the success of our ELL program in our Leadership Meetings where the ELL team and the Leadership team reviews the data and creates interventions and strategies to support our ELL students. These intervention strategies include Writing Across the

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	MANHATTAN BUSINESS ACADEMY						
<b>District:</b>	2	<b>DBN:</b>	02M392	<b>School</b>		310200011392	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				89.3
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		122	114				
Grade 10		0	99				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		0	0				
<b>Total</b>		<b>122</b>	<b>213</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			99.2

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	74.6

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			0

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			4
# in Collaborative Team Teaching (CTT) Classes		18	29	Superintendent Suspensions			4
Number all others		1	5				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only		4	TBD	Number of Teachers			11
# ELLs with IEPs		5	TBD	Number of Administrators and Other Professionals			3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			6	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			81.8
American Indian or Alaska Native		0.0	0.5	% core classes taught by "highly qualified" teachers			63.6
Black or African American		27.0	31.9				
Hispanic or Latino		51.6	52.6				
Asian or Native Hawaiian/Other Pacific		9.0	7.5				
White		5.7	7.5				
<b>Male</b>		47.5	54.9				
<b>Female</b>		52.5	45.1				

**2009-10 TITLE I STATUS**

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

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

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

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

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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