



MANHATTAN VILLAGE ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M439

ADDRESS: 43 WEST 22ND STREET, NEW YORK, NY 10010

TELEPHONE: 212-242-8752

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M439 **SCHOOL NAME:** MANHATTAN VILLAGE ACADEMY

SCHOOL ADDRESS: 43 WEST 22ND STREET, NEW YORK, NY 10010

SCHOOL TELEPHONE: 212-242-8752 **FAX:** 212-242-7630

SCHOOL CONTACT PERSON: HECTOR GEAGER **EMAIL:** hgeager@schools.nyc.
ADDRESS: gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Camille Heatley

PRINCIPAL: Hector Geager

UFT CHAPTER LEADER: Sarah Michet

PARENTS' ASSOCIATION PRESIDENT: Camille Heatley & Noris Wade Payne, Co-
Presidents

STUDENT REPRESENTATIVE:
(Required for high schools) Edwin Padilla

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** CFN-N308

NETWORK LEADER: Kathy Pelles

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
Hector Geager	*Principal or Designee	
Sarah Michet	*UFT Chapter Chairperson or Designee	
Camille Heatley	*PA/PTA President or Designated Co-President	
Maria Hernandez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ramon Nunez	DC 37 Representative, if applicable	
Edwin Padilla Isancy Mateo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Hope Haskes	Member/Teacher	
Ms. Ana Romero	Member/Parent	
Ms. Noris Wade Payne	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of Manhattan Village Academy is to prepare students through the liberal arts and the development of Critical Thinking, to have access to the best colleges and universities in the country. We believe that a rigorous education based on the liberal arts and the Standards, Elements and Intellectual Traits of Critical Thinking provides our youngsters with the higher order thinking skills in the Humanities, science, mathematics, language and the arts.

Our Performance Based Assessment community serves a population of approximately 395 to 400 students from culturally diverse backgrounds and predominantly Manhattan residents. The school building is a well-kept, modern building where pride in academic excellence and students' achievement is evident in the prominently displayed student work and Portfolios. Manhattan Village Academy was founded in September 1993 as part of a small schools project that consisted of six high schools working collaboratively with the Coalition Campus Project and the New York City Board of Education's Office of the Superintendent for Alternative, Adult and Continuing Education Schools and Programs. Our school is a former member of the Coalition of Essential Schools, but still subscribes to Coalition principles. As such, we use in-depth, Performance Based Assessment (PBA) practices to teach our students the kind of Critical Thinking skills that they will need to be successful in college and all post-secondary paths which they may pursue. **As a Performance Based Assessment high school our students are required to complete five major portfolios, in addition to passing a minimum of 5 State-mandated Regents examinations with a minimum score of 65.**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Manhattan Village Academy				
District:	2	DBN #:	02M439	School BEDS Code:	310200011439

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.6	95.9	95.9		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		98.5	95.6	96.2		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.0	64.0	76.0		
Grade 8	0	0	0						
Grade 9	100	99	135	Students in Temporary Housing: Total Number					
Grade 10	125	103	106	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	81	117	95		0	1	1		
Grade 12	91	74	113						
Ungraded	0	0	0	Recent Immigrants: Total Number					
Total	397	393	449	(As of October 31)	2007-08	2008-09	2009-10		
					2	4	6		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	14	15	17	Principal Suspensions	2	3	3
Number all others	17	21	27	Superintendent Suspensions	2	4	3
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	9	12	19	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	26	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	1
	TBD	TBD	75				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	1.3	1.0	0.7	Percent more than two years teaching in this school	59.3	65.4	67.4
Black or African American	26.7	28.0	25.2	Percent more than five years teaching anywhere	37.0	50.0	65.0
Hispanic or Latino	60.0	59.3	61.7				
Asian or Native Hawaiian/Other Pacific Isl.	7.0	6.6	6.5	Percent Masters Degree or higher	93.0	85.0	89.0
White	5.0	5.1	5.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.0	98.2
Male	34.5	35.1	38.1				
Female	65.5	64.9	61.9				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		√					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:			ELA:	√		
	Math:			Math:	√		
	Science:			Grad. Rate:	√		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students					√	√	√
Ethnicity							
American Indian or Alaska Native					-	-	-
Black or African American					√	√	√
Hispanic or Latino					-	-	-
Asian or Native Hawaiian/Other Pacific Islander					-	-	-

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
White							
Multiracial							
Other Groups							
Students with Disabilities					-	-	
Limited English Proficient					-	-	
Economically Disadvantaged					√	√	
Student groups making AYP in each subject					3	1	
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	96.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

According to the latest available ethnic data, 61.7% of our students are Hispanic; 25.2% are Black; 5.6% are White; 6.5% are Asian or Pacific Islander; and, 0.7% are American Indian/Alaskan Native.. Approximately 11.0 percent of the students have an Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, and related services such as speech and language, and counseling. Additionally, 5.0% of the students require English as a Second Language services (ELLs); with Spanish and Chinese as the dominant languages. Most of our students are from low-income families; 76% qualify for free lunch.

The school houses one (1) ninth grade class, one (1) tenth grade class, one (1) eleventh grade class, and one (1) twelfth grade class in general education. Students are heterogeneously grouped within each grade and all general education classes are inclusion classes. There is also a freestanding ESL program for grades 9-12, which serves English Language Learners. The average class size is twenty-two (25) students. Students have a choice of two languages: Latin and Spanish. Foreign Language is required for two years.

The student body is served by 41 professionals and support staff, including one (1) principal, one (1) assistant principal, one (1) part-time special education counselor, twenty-four (24) regular education teachers, two (2) special education teachers, one (1) English as a Second Language teacher, one (1) social worker, one (1) paraprofessionals, two (2) school safety officers, four (4) school aides, one (1) community associate, and one (1) parent coordinator. All teachers are fully licensed and certified, 81.0 percent have more than three years teaching experience in our school, and approximately 90.0 percent hold a Masters Degree. Two teachers are first year teacher and two teachers have fewer than three years of teaching experience. With the continuation of our program for Literacy and mathematics in the fall 2010, the staff includes one part-time mathematics coach and one literacy teacher.

We continue to center our efforts on student performance. A review of the 2009 Progress Report still indicates Student Performance as an area for further improvement. Our Calculated Score was 19 out of 25, giving us a Category Grade of A. As we desegregate the data, it shows that we need to continue improving our Four and Six Years Graduation and Weighted Diploma Rate. The academic performance of our Lowest 1/3 students, special education students and English Language Learners is

of particular concern, as both groups represent a high percentage of students falling behind in credit accumulation or repeating the grade. In addition, they are more likely to graduate with a Local Diploma. We have to ensure that these students to graduate within four (4) years and that they do not fall behind in credit accumulation. We are focusing our efforts in graduating our Special Education and English Language Learners with Regents Diplomas. Also, we must continue increasing the number of Levels 3 and 4 students graduating with Advanced Regents Diplomas. In addition, we are increasing the number of students taking the Advanced Placement examinations.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for further improving student performance. Continue with the implementation of effective strategies to address the large number of students lacking basic skills in writing, reading and mathematics; improving instruction for special education and low performing general education students, identified as “ELL Generation 1.5,” by providing additional instructional time during the school day; structuring intensive professional development for teachers on specialized strategies to meet the needs of special populations and student at-risk of academic failure; implementation of our Recovery Plans; and implementation of effective Performance Based Assessment strategies to help the students develop their research and writing skills in English, Social Studies, Math, and Science. Thus, Manhattan Village Academy’s Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address our Student Performance.

Current strategies for improving instruction and student performance in English language arts include the implementation of a Literacy Approach for reading and writing, which consists of independent/paired reading, shared reading, guided reading, interactive read aloud, literature circles, literacy centers, writer’s workshop, word study, and teacher/student reading and writing conferences. We also have a quite functional “Writing Center” to help strengthen our students’ writing skills. The ESL teacher, who is trained on Literacy, runs the Writing Center. This approach forms part of our Systemic Literacy program, which comprises English, Literacy and ESL, the Autobiography Portfolio, the Global Research Portfolio, the Humanities Portfolio, the Science Portfolio, and the Math Portfolio. Among the resources we use are classroom libraries, small class sizes, and academic support personnel, such as the librarian and paraprofessional.

Our math instructional initiative consists of the equivalent of 6 years of Math from ninth through twelve grades. In ninth and eleventh grades, all the students receive double periods of math. Then, in twelfth grade, they take Advance Placement Calculus. This instructional program will be continued in the 2009-2010 school year. In addition, the math teachers are supported by one Math Coach to further the implementation of Performance-Based Assessment instructional approaches, such as the math portfolio, and on-site math professional development program. The Math Portfolio and the 12th Grade Physics Portfolio further support and strengthen math instruction at Manhattan Village Academy.

As well, the focus of science education at Manhattan Village Academy is to offer all students the opportunity to engage in real-life scientific experimentation through Project based activities. Students are given the opportunities to conduct research using scientific methods of investigation, and then present their findings to a panel of teachers and students. As coaches, science teachers at the school are expected to teach the students the methods of scientific investigation using an inquiry based approach. In order to improve student’s knowledge of science concepts and instruction, we introduced a new Physics Portfolio based on the three Intellectual Strands of Critical Thinking, and aligned with the State Standards. We will continue strengthening the academic rigor of this portfolio in the upcoming year. There are structural glitches we have to correct to make the Physics Portfolio more relevant and meaningful. For instance, the writing component needs to be revamped.

We will continue to follow our Humanities and the New York State Core Curriculum for Social Studies. The anchor to the program will continue to be our self-exploratory Autobiography and Global Research Portfolio and the Globalization Portfolio, based on the International Economic System. This curriculum integrates the study of world cultures from ancient through modern times and extensive literature and intensive authentic research skills that culminates in the Globalization Portfolio in the 12th Grade. Every student, including special education and English language learners, has to complete the Portfolios as part of our graduation requirements. Also, Global History projects are developed using a thematic and team-teaching approach by the social studies, English, and language teachers.

Technology is infused into all curricular areas through the use of in-classroom computers, desktop lab, four Rolling Labs, 9 SmartBoards and the Library Media Center. Students will continue to have further opportunities to use technology to demonstrate and support their learning.

Fitness is part of our educational program and since we do not have a gymnasium, physical education classes are offered by Chelsea Piers. Health related issues are explored in Advisory and through our partnership with Peer Health Exchanges, where sex education and AIDS education are part of the curriculum. This advisory system provides our youngsters with a meaningful guidance component. Through our partnership with the Jewish Board for Family and Children's Services, our students and their families have access to quality counseling and therapeutic care whenever the need arises. A music and art program is offered to all children (including ESL and Special Education). The entire school also participates in the leukemia and lymphoma program, Saint Jude Children Research Hospital's Penny Drive, the New York Care Coat Drive, The City Harvest, and the Secret Santa to buy toys for poor children. We also "adopted" one high school in South Africa and another in Argentina and conduct fund raisings to help the students in these schools.

Academic Intervention Services are provided for all students who require additional assistance to meet the State Standards in ELA, mathematics, science and social studies. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues, which may be affecting their academic abilities. The intensity of the services provided varies based on the individual needs of students. All 9th grade students performing in Levels 1 and 2, and all other students deemed to be at risk, including students in special education and English language learners, will continue to receive appropriately targeted services. Manhattan Village Academy has developed the following Academic Intervention Service programs:

An after-school Bridge literacy program is offered to our ninth graders two days a week during the fall and spring to prepare them for high school level work and our Performance Based Assessment portfolios. Two to three teachers work with students Monday thru Thursday for approximately four hours in small group settings. Students review computation—integers, fractions, and decimals; real numbers and Arithmetic; writing and solving equations; basic operations; and problem solving. They also get additional instruction and practice in units of measure, perimeter, area, volumes, patterns of functions, estimation, probability, and using problem solving strategies. Students also learn how to organize and conduct a research project, words and phrases in context, recognizing the author's purpose, literary terms, and types of writing. Additional instruction and practice is provided in identifying a character's motives, feelings, and traits. Students and teachers, using an interactive model, share literacy strategies, apply the skills to real text, respond to focused writing tasks and work on developing vocabulary and analytical reasoning skills in each discipline.

A PM School program is offered to at-risk students on Monday, Tuesday, Wednesday, and Thursday from 3:15 to 6:00 PM. Students who fail the Regents or any core course are mandated to make it up in PM School and/or Saturday Academy. In PM School our students are able to select from the following courses: Integrated Math Regents prep, MQ1 thru MQ6, Global History, US History, English 1 thru 8, Living Environment, and Physics. As well, we offer Advance Placement Courses in Calculus, History and English, as well as two Honor Courses.

We offer a Regents Prep Institute and Saturday Academy to help students develop and enhance their test taking strategies and to help them complete their portfolios. During the Saturday Academy, students develop strategies to approach the Regents tests using teacher created materials. Moreover, during PM School and Saturday Academy, we offer research assistance and a writing lab to help all the students successfully complete the Portfolios. This year we need to focus our efforts to help the students strengthen their skills in the Geometry and Science Regents. We identified these two areas for further improvement. The Scholarship Report shows that our students did not do well in the Geometry Regents and the 9th Grade Earth Science Regents in June. The passing rate for Geometry was around 80 percent and for Earth Science 68.7 percent. These results were way below our 92 percent goals.

In each classroom, students have access to books at both their instructional and independent reading levels. These books are assigned out of the classroom libraries and reading list recommended by the State. However, instruction is mostly based on primary documents and teacher-generated materials.

At present, professional development is coordinated by a Professional Development Team, which includes the Principal, Assistant Principal, the MVA Staff Developer, and teachers. Members of this team work together to combine ideas on effective planning for teachers, differentiated assessment, differentiated instruction, developing rubrics, curricula and instructional materials, Performance Based Assessment, teacher's professional portfolio, looking together at student and teacher work, developing internal accountability, looking at student performance data, use of protocols, and assessing teachers' needs for professional development. During the 2010-11 school year, the team will continue meeting weekly to reflect and refine school-based practices and update the professional development plans.

This team will provide a two-tier approach to staff development. On one level, they will work with staff to strengthen their knowledge base on Performance Based Assessment, literacy, differentiated instruction, Critical Thinking, ARIS, and content areas. The teachers identified in the School Environment Survey professional development in the content areas as our weakest point. The second level, to be implemented concurrently, will continue to focus on effective practices in the delivery of instruction. Most professional development will be delivered in the school library and designated subject classrooms. Our teachers will continue to attend the professional development workshops offered by the Department of Education, Our Children First Network and Learning Support Organization, The Foundation for Critical Thinking, and colleges and universities in New York City and the Tri-State area.

Furthermore, we will continue implementing data-driven approaches to improve student performance such as, looking at student work, using diagnostic and predictive tests, item analysis, portfolio assessment, ARIS, ACUITY and Scantron results, The ITT for our school, The Progress Report and Annual School Reports, and other indicators to address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will continue to be both formal and informal. To meet and exceed City and State performance standards, students in grade 9-11 will be administered Regents Diagnostic Prep in the core subjects. Item skill analysis of diagnostic and Predictive tests will help teachers focus on specific student areas in need of extra instructional support and to inform

instructional decisions. Performance Based Assessment tasks and teacher generated tests will also be used to inform instruction.

At Manhattan Village Academy we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. We continue to increase parental participation through workshops organized by our Parent Association, a Senior Dinner, an Honor Students Recognition Dinner, a newsletter (High School Years), Parents Recognition Luncheon, Thanksgiving Celebration, six open-houses and three new student-orientation evening, etc.

We are going to continue our efforts to strengthen home-school relationships and increasing parent and community involvement. The Parent Coordinator will continue contacting parents regularly and coordinating our Community Service program.

Manhattan Village Academy enjoys collaboration with several community-based organizations, including the Peer Education Exchange, McBurney "Y," The Hudson Guild, the Jewish Board for Family and Children's Services, the Association of Progressive Dominicans, Junior Achievement and Business Leaders of Tomorrow. These organizations provide on-going parent outreach, counseling services, student tutoring, and referral to other agencies, which are vital components of the Academic Intervention Services. They coordinate and organize extra-curricular activities for our students and parents.

As part of our Service Learning Program, we collaborate with a vast myriad of organizations. Our students work throughout the city in non-profit organizations such as: African American Council, Downtown Eye and Ear, Henry Street Settlement, Argus Community Inc., The New York Restoration Project, Big Brother/Big Sister, Children's Defense Fund, Schuller Talent, Time Life For Kids, Gibbs & Co., New York Public Advocate, Planned Parenthood and The Equal Employment Opportunity Center. The Service Learning program is part of our graduation requirements. It helps the students explore possible future career options as part of the school to work initiative. The students must complete a portfolio to meet the credit requirement for Service Learning. The Service Learning program parallels the suggested State activities in Occupational Education and DOE frameworks for Occupational and Technical studies.

As a Title I School-wide Program school, we utilize the majority of our funds through seamless and efficient streaming to support our educational program for the benefit of all students. We use Title I allocation to support our PM School and Saturday Academy Program. This allocation also pay for a Literacy teacher.

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.

Goal 1: To develop analytical rigor in the curriculum by continuing implementing the new Physics Portfolio in 12th Grade. The Physics portfolio is intended to bring together the three (3) strands of Critical Thinking; namely, the Intellectual Standards, the Fundamental Elements, and the Intellectual Traits. It will be aligned with the State Standards for science, specifically Physics.

Measurable Objectives: Ninety-two (92) percent of the students in our school will satisfactorily complete and defend portfolios and projects to meet our graduation requirements. During the portfolio defenses, the students will demonstrate mastery of the three components of Critical Thinking.

Goal 2: To increase the number of students passing the Earth Science Regents in order to continue raising academic rigor in science and increasing the number of students graduating with the Advanced Regents Diplomas.

Measurable Objectives: To increase by at least 5 percent, over the 2009-10 school year the number of students passing the Earth Science Regents in June 2011. Sixty-eight (68.7) percent of the students who took the Earth Science Regents in June 2010 obtained a passing grade. Furthermore, most of the students who passed the Earth Science Regents scored below 85 percent. Accordingly, to raise the number of students obtaining an Advanced Regents Diploma, we will have to increase the passing rate in the Earth Science Regents. Moreover, we will increase the number of students passing with a score of 85 and above.

Goal 3: To increase the number of students passing the Geometry Regents to continue raising academic rigor in math and increasing the number of students graduating with the Advanced Regents Diplomas.

Measurable Objectives: To increase by at least 5 percent over the 2009-10 school year, the number of students passing the Geometry Regents in June 2011. Eighty (80) percent of the students who took the Geometry Regents in June 2010 obtained a passing grade. However, most of the students who obtained a passing grade scored between 65 and 75 percent. Therefore, to increase the number of our students graduating with an Advanced Regents Diploma, we will have to increase the passing rate in the Geometry Regents.

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): Science, English, Arts and Math,

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: Goal 1: To develop analytical rigor in the curriculum by continuing implementing the new Physics Portfolio in 12th Grade. The Physics portfolio is intended to bring together the three (3) strands of Critical Thinking; namely, the Intellectual Standards, the Fundamental Elements, and the Intellectual Traits. It will be aligned with the State Standards for science, specifically Physics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Physics teacher complete portfolio template using UbD and share copies with Instructional Coach and Principal in August • Teachers, Coach and Principal revise and adjust Physics Portfolios Template in August • Weekly monitoring of student progress toward completing the Portfolios by Advisors, the Portfolio teacher, and the entire Grade Team • Discussion on student work and progress/obstacles • Goal setting for each student • PM School/Recovery Plan for all at-risk students • Saturday Academy for all at-risk students • After-school Detention as needed (Fridays) • Communication with home: Complete implementation of Teacher Ease.com • Share tasks between content areas (Team meetings) • Weekly progress review of the lowest 1/3 of the class (ARIS) • Weekly monitoring of student progress toward completing the Portfolios by Advisors, the Team point person and the entire Grade Team • Progress evaluation of projected tasks in November, January, April and After-Action Review in June 2011

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Professional Development by the AUSSIE Coach to revise the Portfolio template with the physics teacher • Tracking progress of the lowest third of the class on a weekly basis by the Team Leader, the teachers in charge of the Portfolios, the Principal, Assistant Principal and AUSSIE Coach • Use of Faculty Meetings, Grade Team Meetings, and Department Meetings for professional development and co-planning • Training for all teachers on how to use the rubrics to ensure assessment alignment and reliability • Use of TL Fair Student Funding and Contract for Excellence allocations to pay per session for teachers in Saturday Academy and PM School • Use of Title I allocation to pay for the AUSSIE Coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional Development by the AUSSIE Coach to revise and implement the Physics Portfolio with the teacher in charge • Tracking progress of the lowest third of the class on a weekly basis by the 12th Grade Team Leader, the physics teacher, the Principal, Assistant Principal and AUSSIE Coach, weekly • Use of Staff Meetings and Team/Dept. Meetings for professional development and planning time for the Portfolio • 92 percent of the students will successfully complete the Physics Portfolio and demonstrate mastery of the three strands of Critical Thinking • Progress evaluation of projected tasks in November, January, April and After-Action Review in June 2011

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): Earth Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: To increase the number of students passing the Earth Science Regents in order to continue raising academic rigor in science and increasing the percentage of students graduating with the Advanced Regents Diplomas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Mapping the curriculum to ensure alignment with the State Standards • Close monitoring of student progress toward mastering the Performance Standards for Earth Science by teacher, the Grade Team leader, principal and assistant principal • Calendaring Diagnostic and Predictive Tests • Use ARIS and ITT to identify the lowest performing 24 students and assign them to PM School and Saturday Academy • PM School and Saturday Academy to prepare all the students for the Earth Science Regents • Develop and implement project-based units to engage the students in in-depth study of key scientific concepts in Earth Science • Evaluation of lowest 24 academic progress during weekly team meetings • Conferencing students to monitor their progress • Design a Recovery Plan to address student’s academic deficiencies and avoid failure, immediately (This plan must identify the area of difficulty, assignment and evaluation) • Advisory Check List and Communication with parents; teacher-Ease, Emails, letters, phone calls, conferences • Student Contracts with advisors • At-Risk Conferences with Guidance Counselor • At-Risk Students assigned to attend weekly group sessions with counselor

	<ul style="list-style-type: none"> • Lunch Detention with teachers • Lunch with Principal Geager and Sidney McAdams, Assistant Principal • Responsible staff: David Vaders, Jacob Prairie, Martin Kelley, John Roukis, Sarah Lewis, Lisa Marcus, Susan Hua-Connell, Tara Redican, Ryan Ramraj, Hector Geager, Sidney McAdams and Elly Feinstein
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Contracts for Excellence and TL Fair Student Funding allocations will be used to fund the PM School and Saturday Academy programs • An Instructional coach (AUSSIE), funded with Title I allocation, will train teachers on the use of the ITT-Tools to identify and monitor lowest performing students in Earth Science • Students missing 8th grade scores will be tested to identify their academic strengths and weaknesses in science
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly review of progress during 9th Grades Team meetings • Weekly Discussion of student work • Discussion of assessment results; Quizzes, Diagnostic and Predictive tests projects, and class assignments • Progress evaluation of projected tasks in November, January, April and After-Action Review in June 2011 • Scholarship Reports indicating students' Earth Science Regents passing rate in June 2011

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): Geometry

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: To increase the number of students passing the Geometry Regents and continue raising academic rigor in math, as a mean of increasing or maintaining the number of students graduating with the Advanced Regents Diplomas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Mapping the curriculum to ensure alignment with the State Standards • Close monitoring of student progress toward mastering the Performance Standards for Geometry by teacher, the Grade Team leader, principal and assistant principal • Calendaring Diagnostic and Predictive Tests • Use ARIS and ITT to identify the lowest performing 24 students and assign them to PM School and Saturday Academy • PM School and Saturday Academy to prepare all the students for the Geometry Regents • Develop and implement project-based units to engage the students in in-depth study of key concepts in Geometry • Weekly academic evaluation of the lowest performing 24 students in Geometry during Grade Team meetings every Tuesday. • Design a Recovery Plan to address student’s academic deficiencies and avoid failure, immediately (This plan must identify the area of difficulty, assignment and evaluation) • Conferencing students to monitor their progress • Advisory Check List and Communication with parents; teacher-Ease, Emails, letters, phone calls, conferences • Student Contracts with advisors • At-Risk Conferences with Guidance Counselor

	<ul style="list-style-type: none"> • At-Risk Students assigned to attend weekly group sessions with counselor • Lunch Detention with teachers • Lunch with Principal Geager and Sidney McAdams, Assistant Principal • Responsible staff: Amy Miller, Emily Sherwood, Franny Bittman, Susan Hua, Hope Haskes, Sarah Conn, Zach Korzyk, Sarah Lewis, Jacob Prairie, Felix Colon, Hector Geager, Ely Feinstein
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Contracts for Excellence and TL Fair Student Funding allocations will be used to fund the PM School and Saturday Academy programs • An Instructional coach (AUSSIE), funded with Title I allocation, will train teachers on the use of the ITT-Tools to identify and monitor lowest performing students in Earth Science • The Geometry Teacher will give a diagnostic test in September to identify the students' academic strengths and weaknesses in Geometry
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly review of progress during 10th Grades Team meetings • Weekly Discussion of student work • Discussion of assessment results; Quizzes, Diagnostic and Predictive tests projects, and class assignments • Progress evaluation of projected tasks in November, January, April and After-Action Review in June 2011 • Scholarship Reports indicating students' Geometry Regents passing rate in June 2011

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	133	131	26	34	131	10	40	131
10	36	103	26	103	103	12	18	103
11	27	96	96	40	96	8	23	96
12	24	111	31	29	111	2	22	111

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	Extra Literacy Services; Literacy Class for 9th and 10th Grades; Intervention Services; Literacy/Autobiography Portfolio; Saturday Academy; PM School; Recovery Program.
Mathematics:	Extra Math Class for 9th and 11th Graders; Extra Help for 9th and 11th Graders; Saturday Academy; PM School; Recovery Program.
Science:	Extra Science Help; 12th Grade Science Portfolio; Science Fair; Moll’s Day, National Lab’s Day, Lab Help; Saturday Academy; PM School; Recovery Program.
Social Studies:	Extra Social Studies Help; Global History Portfolio; The “Great” Debate: Israel vs. Palestine; The Political Economics Portfolio.
At-risk Services Provided by the Guidance Counselor:	Individual and Group Counseling; At-risk counseling; Referrals to outside Agencies, such as the Jewish Board for Family Services, Phoenix House and The Hudson Guilds. Outside Speakers
At-risk Services Provided by the School Psychologist:	Review of cases and IEPs
At-risk Services Provided by the Social Worker:	Individual and Group Counseling; At-risk counseling; Referrals to outside Agencies, such as the Jewish Board for Family Services, Phoenix House and The Hudson Guilds. Outside Speakers
At-risk Health-related Services:	Peer Health Exchange Classes; Annual AIDS Lessons; Health Lessons in Advisory; School Nurse; Posters; Flyers; Speakers

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

NCLB/SED requirement for all schools

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

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 – 12 Number of Students to be Served: 7 ELL LEP 13 F-ELL Non-LEP

Number of Teachers 1 Other Staff (Specify) 1 Literacy and 2 Math Teachers

School Building Instructional Program/Professional Development Overview

- I. **Staff Development** (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
 -  *Staff at MVA attend mandatory PD sessions every Tuesday afternoon*
 -  *About twice a semester this session will be led by an ELA teacher who talks about best practices for encouraging academic output; the ESL teacher will often coordinate in planning these sessions to highlight what is most useful for sections that have ELLs*

- ✚ *The ESL teacher meets with the ELA department, where each teacher shares work—usually with an emphasis on what works well (and what doesn't) in sections with low-skilled and ELL students*

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.

- II. **Instructional Program for ELLs** (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- ✚ *There is one certified ESL teacher at Manhattan Village Academy; there no bi-lingual teachers, content-area or Special Ed teachers with bi-lingual extensions; there are two certified foreign language teachers.*
 - ✚ *There are approximately 400 students at Manhattan Village Academy, of which 13 (3.5%) are entitled to receive ESL services; in addition, however, there are eight more students that recently tested out who still receive services, bringing the total ESL population to 20 (5%). MVA's total number of F-ELL students is approximately 110, or about 25% of the school.*
 - ✚ *Manhattan Village Academy has a free-standing, self-contained ESL program. Because there are no Transitional/Emergent Bilingual students or Dual-Language Students at MVA, students classified as such would be enrolled in the free-standing program and receive extra push-in services from the ESL teacher. Save for one student who is an Intermediate, all of MVA's ELLs are of Advanced proficiency and therefore entitled to three hours of ESL services per week. Furthermore, except for one 12th grade student, all of MVA's entitled ELLs are in the 9th and 10th grade; these students receive their services in three-hour blocks once a week during their service learning time in the first semester, and are pulled from either Music or Foreign Language four times a week in the second semester. In addition, the ESL teacher pushes in to content area classes to give additional support to the ELLs. Because of this arrangement, it averages out that there is one self-contained ESL period per day and one push-in period per day for the 9th, 10th, and 12th grade. There are currently no 11th grade ELLs at MVA (though one is on MVA's books; that student was recently transferred).*
 - ✚ *Data accumulated through ARIS shows that ELL and F-ELL students often perform poorly on predicative assessments in both math and English, and the ESL teacher is currently working with the content-area staff to identify where these students are having problems and what practices best help these students demonstrate comprehension through academic output*

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

✚ *MVA's ELL's participate fully in all content-area classes, which include an extra math course in 10th and 11th grade and an additional literacy class in 9th grade; there are PM-school sessions every day of the week (for different classes) as well as Saturday Academy, and ELL's are encouraged to attend, but only mandated to do so when their grades are at risk.*

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

✚ *A qualitative but cursory examination shows that ELLs currently participate in the school band, the book club, the psychology club, the drama club, and the art club; many also come to the Writing Center for extra help on papers and presentations.*

III. **Parent/community:** Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

✚ *Parents are informed of their child's status as an ELL or as a F-ELL deemed to need additional/transitional support; parents must come in twice a year to meet with their child's advisor (in order for the child to know their grades), and often the ESL teacher will sit in on these meetings if the student is an ELL. There is traditionally a welcoming night for parents of 9th graders within the first three weeks of school.*

IV. **Project Jump Start:** Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

✚ *All students—regardless of LEP status--entering into MVA attend a mandatory Summer Bridge session prior to beginning their 9th grade year; while this summer session benefits all students, it is especially helpful for ELL students and helps the ESL teacher identify areas of weakness not only for mandated ELLs, but recently tested-out ELLs who might need additional, transitional support.*

V. **Support services provided to LEP students:** Describe other support structures that are in place in your school which are available to ELLs.

✚ *In addition to the individualized attention provided by the ESL teacher, ELLs at MVA are able to attend extra-help, PM-school, and Saturday Academy sessions along with the rest of the students*

VI. **Name/type of native language assessments administered (bilingual programs only):** Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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.

VII. **Staff Development** (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

- ✚ *Staff at MVA attend mandatory PD sessions every Tuesday afternoon*
- ✚ *About twice a semester this session will be led by an ELA teacher who talks about best practices for encouraging academic performance; the ESL teacher coordinates and plans these sessions to highlight what is most useful for class sections that have ELLs*
- ✚ *The ESL teacher meets with the Grade Teams and department weekly to share and discuss teacher and student work—usually with an emphasis on what works well (and what doesn’t) in sections with low-skilled and ELL students*

Section III. Title III Budget

School: **Manhattan Village Academy** BEDS Code: 310200011439

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones,

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

A reading of the school statistics reflects that the biggest need in translation service is in Spanish. Second, some Chinese translation/interpretation is necessary. Also the Home Language Survey is reviewed to assess for needs and follow-ups.

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.

Again, as stated above the highest needs are found in the area of Spanish Language translation. Staff members who speak Spanish fluently have usually served as meeting interpreters. A handful, 8-10 Chinese parents, needs extra help in translation and interpretation. In the past, we have relied on student translators in emergencies. Also, the child of the non-English speaking parent has often served to interpret during meetings.

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.

We will continue to use the services of Staff members who speak the needed language for translation and interpretation. In addition, we have used the Regional Translation Service to assist in translating confidential information and requests. Four out of five Office staff are fluent in Spanish.

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

In general the Office Staff has been able to manage translation/interpretation needs. Parent volunteers have done some translating where necessary. We have also made use of a very responsible student who was able to translate/interpret in specific cases where a non-English speaking parent needed to be contacted.

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>.

- **Letters will be translated in a timely fashion.**
- **Parents will be contacted in their non-English language as necessary.**
- **The school will continue to make use of Regional translation services as well as the Dept. of Education's translation unit in languages where no in-school services are available**
- **A Spanish-speaking paraprofessional will be designated to translate for parents who do not speak English appropriately**

X

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$195,990	\$237,705	\$433,695
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,960	\$2,377	\$4,337
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,799	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$19,599	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

THE FOLLOWING IS AN ATTACHMENT OF THE CURRENT SCHOOL/PARENT/STUDENT CONTRACT 2010 – 2011:

Manhattan Village Academy

School/Parent/Student

Contract

“A Liberal Arts School Committed to Academic Excellence”

Manhattan Village Academy/ Parent/Student Agreement

This agreement is entered into between
*Manhattan Village Academy, the School,
the Parent, and the Student, effective on
the date below.*

Our Responsibilities

- It is the responsibility of Manhattan Village Academy to provide every student with the highest quality of curriculum and instruction and the necessary individual support to enable each student to graduate and attend the best college of his/her choice.
- It is Manhattan Village Academy's responsibility to help each student with college planning and with other post graduation planning.
- It is the Advisor's responsibility to inform students and parents of the student's academic progress, to help students develop the important habits of mind and habits of work and character to succeed.
- It is the Advisor's responsibility to prepare students for project presentations, which lead to graduation.
- It is the Advisor's responsibility to monitor student attendance, behavior and academic progress.

Parent Responsibilities (MVA Specific)

- Will attend Academic Progress Evaluations at least four times a year.
- Will maintain communication with the Advisor.
- Will assist Manhattan Village Academy by providing necessary documents like lunch forms, immunization records, etc.
 - Will ensure that student comes prepared to school and that student has the parental support at home to enable him/her to succeed in school.
 - Will collaborate with the principal and teachers to address behavior difficulties.
 - Will support the school in the implementation of the 12 Non-Negotiable Rules and Regulations.
 - Will be responsible for financing and supporting the overnight college trip during Sophomore and Junior years (\$200.00).
 - Will insure that students come to school wearing their full uniform.

Student Responsibilities

- Will be in school on time and ready to learn.
- Will respect and follow the 12 Non-Negotiable Rules and Regulations and comply with the Consequences.
- Will not engage in behavior that disrupts their own learning or the learning of others.

- Will complete all the homework given daily.
- Will respect all adults in the building and follow their instructions.
- Will attend the college trips during Sophomore and Junior years.
- Will wear their full uniform.

Parent School Rights and Related Responsibilities

- Right to a public school education for their children
- Be given access to information about their child's performance, educational programs and opportunities available for their child
- Translation and interpretation services in order to communicate effectively with school officials
- Responsibility to ensure that their children attend school daily and arrive on time
- Responsibility to be aware of their child's progress and to respond to school communications
- Responsibility to treat all school staff members with respect and courtesy
- Responsibility to set high expectations for their children and whenever possible to participate in school community programs, associations and activities

We the undersigned, agree with the terms stated in this contract:

Principal Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

HG/

Cc: Student's File

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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.
2. Schoolwide reform strategies that:

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

- 3. Instruction by highly qualified staff.
- 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.
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- 6. Strategies to increase parental involvement through means such as family literacy services.
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 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.
- 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.

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 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" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$164,632	✓	18 - 23
Title I, Part A (ARRA)	Federal	Yes			\$235,328	✓	18 - 23
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$69,690		22, 26
Tax Levy	Local	Yes			\$1,900,551		18 – 23; 25 - 27

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)
ZERO (0)
2. Please describe the services you are planning to provide to the STH population.

AS REQUIRED BY STATE LAW AND THE DOE

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). **ZERO (0)**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **AS REQUIRED**
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Manhattan Village Academy					
District:	2	DBN:	02M439	School		310200011439

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6	95.9	95.8
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	99	135	107				
Grade 10	103	106	129				
Grade 11	117	95	105				
Grade 12	74	113	92				
Ungraded	0	0	0				
Total	393	449	433				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.5	95.6	97.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	76.0	79.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	10	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	Principal Suspensions	2	3	3
# in Collaborative Team Teaching (CTT) Classes	15	17	19	Superintendent Suspensions	2	4	3
Number all others	21	27	19				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	27	26	29
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	12	19	TBD	Number of Educational Paraprofessionals	0	0	1
# ELLs with IEPs	2	5	TBD				

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
	0	0	7	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.3	65.4	62.1
				% more than 5 years teaching anywhere	37.0	50.0	48.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	85.0	93.1
American Indian or Alaska Native	1.0	0.7	0.0	% core classes taught by "highly qualified" teachers	100.0	97.0	96.9
Black or African American	28.0	25.2	22.2				
Hispanic or Latino	59.3	61.7	66.1				
Asian or Native Hawaiian/Other Pacific	6.6	6.5	6.9				
White	5.1	5.6	4.4				
Male	35.1	38.1	39.7				
Female	64.9	61.9	60.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category	
	In Good	v	Basic	Focused
	Improvement Year 1			Comprehensive
	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: v
Math:	Math:
Science:	Graduation Rate: v

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

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

American Indian or Alaska Native						-	
Black or African American						-	
Hispanic or Latino						v	
Asian or Native Hawaiian/Other Pacific Islander						-	
White						-	
Multiracial							
Students with Disabilities						-	
Limited English Proficient						-	
Economically Disadvantaged						v	
Student groups making						3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	96.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	57.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
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

Hector Geager, Principal
Sidney McAdams, A.P.
Elly Feinstein, Director of Guidance

AUGUST 2010

Manhattan Village Academy

School/Parent/Student Contract

“A Liberal Arts School Committed to Academic Excellence”

Manhattan Village Academy/ Parent/Student Agreement

This agreement is entered into between Manhattan Village Academy, the School, the Parent, and the Student, effective on the date below

Our Responsibilities

1. It is the responsibility of Manhattan Village Academy to provide every student with the highest quality of curriculum and instruction and the necessary individual support to enable each student to graduate and attend the best college of his/her choice.
2. It is Manhattan Village Academy's responsibility to help students with extra help during PM School, Saturday Academy and the Recovery Plan in order to recover credits owed to graduate. Also it is the school's responsibility to prepare students for their Portfolios and State Regents Examinations.
3. It is Manhattan Village Academy's responsibility to help each student with college planning and with other post graduation planning.
4. It is the responsibility of Manhattan Village Academy to provide the students with a safe and secure learning environment.
5. It is the Advisor's responsibility to inform students and parents of the student's academic progress, to help students develop the important Critical Thinking Skills and habits of work and character to succeed.
6. It is the Advisor's responsibility to prepare students for Portfolio presentations, which lead to graduation.
7. It is the Advisor's responsibility to monitor student attendance, behavior and academic progress.
8. It is the responsibility of Manhattan Village Academy to provide Guidance and Counseling opportunities to support student social and emotional development.
9. It is the responsibility of Manhattan Village Academy to provide Conflict Mediation and Conflict Resolution to help students to learn right and proper ways to handle conflicts and disagreements.

10. It is the responsibility of Manhattan Village Academy to provide curriculum rich in Critical Thinking Skills (Intellectual Standards, Elements of Thought, and Intellectual Traits) and to incorporate these skills across the grades and across the curriculum.
11. It is the responsibility of Manhattan Village Academy to provide character education based on our core values of Reason, Respect and Responsibility and the necessary discipline that goes along with living out those core values.

Parent Responsibilities

1. Will attend Academic Progress Evaluations at least four times a year.
2. Will maintain communication with the Advisor.
3. Will assist Manhattan Village Academy by providing necessary documents like academic records, updated **and current contact information**, lunch forms, immunization records, etc.
4. Will insure full compliance and adherence to the School Uniform Policy as elaborated by the Manhattan Village Academy's Parent Association.
5. Will insure that students come to school on time at 8:15 AM, ready to learn, wearing their full uniform, and will see to it that students maintain a minimum of 90% attendance as per Chancellor's Regulation A-501.
6. Will collaborate with the principal and teachers to address behavior difficulties.
7. Will support the school in the implementation of the 12 Non-Negotiable Rules and Regulations and comply with the Consequences, as per the Citywide Standards of Discipline and Intervention of the New York City Department of Education.
8. Will be responsible for financing and supporting the overnight college trip during Sophomore and Junior years (approx. \$200.00).

Student Responsibilities

1. Will be in school on time at 8:15AM, ready to learn, and will maintain a 90% attendance as per Chancellor's Regulation A-501.
2. Will respect and follow the 12 Non-Negotiable Rules and Regulations and comply with the Consequences as per the Citywide Standards of Discipline and Intervention of the New York City Department of Education.
3. Will not engage in behavior that disrupts their own learning or the learning of others.
4. Will adhere to the "ZERO TOLERANCE POLICY" for Fighting. Any fight will result in transfer to another school.

5. Will complete all the homework given daily.
6. Will respect all adults in the building and follow their instructions.
7. Will attend the college trips during Sophomore and Junior years.
8. Will wear their full uniform as outlined in the MVA Uniform Policy, elaborated and developed by the Manhattan Village Academy Parents Association.

We the undersigned, agree with the terms stated in this contract:

Principal Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

PTA President _____ Date _____

HG/

Cc: Student's File

**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 BEST Network	District 2	School Number 439	School Name Manhattan Village Ac
Principal Hector Geager		Assistant Principal Sidney McAdams	
Coach Frank		Coach type here	
Teacher/Subject Area Joseph Frick/ESL		Guidance Counselor Ellie Feinstein	
Teacher/Subject Area Elizabeth Rodriguez/Spanish		Parent Ruth Silva	
Teacher/Subject Area Emily Sherwood/Literacy		Parent Coordinator Ircania Vega	
Related Service Provider Cyndi Wolkow		Other type here	
Network Leader type here		Other type here	

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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	435	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.76%
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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.

MVA ensures that parents understand all three program choices when students are interviewed at MVA. When a student enters MVA and the New York City Public School System for the first time, they are given a Home Language Survey to see if a language other than English is listed as the one spoken at home. If a language other than English is spoken at home, the student is administered the LAB-R. If the student does not pass the cut-score, the student is then considered entitled and given appropriate ESL services. Past trends on parent choice cannot be analyzed, as all ELLs have entered MVA through a selective process in which they have chosen MVA—with the understanding that a free-standing ESL program is offered. There is an orientation for all new students and parents in which translators are available whenever necessary. Orientation for families of ELLs takes place regularly during the regularly-scheduled parent-teacher conferences held each fall and spring.

MVA offers ELLs a free-standing ESL program that emphasizes English-language acquisition and necessary skills that can be applied to all content areas. The students are placed in mono-lingual classes in which the language of instruction is English while they also see the school’s certified ESL teacher in small groups (pull-out) and in their content-area classes (push-in). When ELLs are pulled-out, they are only pulled out of elective classes (Music in 9th grade; Foreign Language in 10th and 11th grade; and Art in 12th grade).

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained											5		2	7
Push-In										1		5		6

Total	0	0	0	0	0	0	0	0	0	0	1	5	5	2	13
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B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<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"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 8
Total	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 8

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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 L
Spanish										2	5	3	2	12
Chinese														0
Russian														0
Bengali												1		1
Urdu												1		1
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	5	5	2	14								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

MVA offers ELLs a free-standing ESL program that emphasizes English-language acquisition and necessary skills that can be applied to all content areas. The students are placed in mono-lingual classes in which the language of instruction is English while they also see the school's certified ESL teacher in small groups (pull-out) and in their content-area classes (push-in). When ELLs are pulled-out, they are only pulled out of elective classes (Music in 9th grade; Foreign Language in 10th and 11th grade; and Art in 12th grade). All ELLs at MVA receive their entitled services based on the CR Part 154. Each ELL at MVA who is of an Advanced proficiency receives three periods of ESL (180 minutes) and four periods of ELA (240 minutes) per week; ELLs at an Intermediate proficiency six periods of ESL (360 minutes) and four periods of ELA (240 minutes) per week. There are currently no ELLs of a Beginner proficiency at MVA.

All ELLs, irregardless of their length of services, are actively engaged in a standards-based academic curriculum at MVA. Teachers maintain student portfolios, which allow for careful, concrete tracking of a student's progress over the course of a school year. MVA emphasizes student production that is task-oriented and project-oriented. While various ESL approaches (such as scaffolding and differentiated instruction) have found their way into the mainstream classrooms at MVA, there is a general emphasis on the Communicative method within the freestanding ESL classes. At MVA, materials and media play an important role in having students actively involved in the learning process, and many of the materials found in the classrooms are task-based and encourage Communicative language use. All content areas integrate the four modalities (listening, speaking, reading and writing) while engaging students with contextualized input that encourages critical thinking that serves a purpose in the real world.

ELLs are given support in learning content and academic language by having them focus on vocabulary development, use adapted

materials, and receive instruction in small groups. MVA has an extensive library with books to serve all levels; there is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources. English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students whose native language is Spanish. The ELLs are engaged in a standards-based curriculum that's meant to strengthen their integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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?

Interventions at MVA are not "targeted"; all ELLs, regardless of their subgroup, are expected to complete five portfolios (in ELA, Global History, Math, Globalization, and Physics) and graduate with a Regents diploma. ELLs are given appropriate support in each content area, with emphasis on those that have Regents exams (in 9th grade, Integrated Algebra and Earth Science; in 10th grade, Global History, Geometry, and Living Environment; and in 11th grade, in US History, Trigonometry, and ELA). ELLs receive literacy support appropriate for all of these content areas, and actual content support in ELA and Social Studies. F-ELL students who have tested as Profecient on the NYSESLAT exam while at MVA receive the same support as entitled ELL. ELL students not only have access to support from the ESL teacher, but they also get their own learner dictionaries and accounts on sites such as Visual Thesaurus, with the aim being that students can build literacy skills on their own. All ELL students attend our Summer Bridge enrichment program prior to starting their 9th grade year; transfer students also attend. Students who speak Spanish often take Spanish as an elective, though many opt to take the other language elective, which is Latin.

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.

The professional development that MVA teachers participate in on a weekly basis addresses not only the issues of the four modalities, but also of the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The ESL teacher meets with the grade team leaders once a week to discuss issues pertaining to the ELLs. Due to the high number of F-ELLs and Generation 1.5 students at the school, all teachers throughout the content areas

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?

The families of ELLs at MVA are included in the school community through MVA's monthly Parent-Teacher Association meetings; school information that is accessible on the school website, regular contact between advisors and parents; and translated material sent home in high-incidence languages.

At MVA, the parent coordinator, social worker, and health aide offer resources in high-incidence languages. Furthermore, all teachers use TeacherEase as a platform for parent communication; all parents are instructed on how to sign up, long-in, and keep track of their child's performance

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)											1		1	2
Advanced (A)										1	4	5	2	12
Total	0	0	0	0	0	0	0	0	0	1	5	5	3	14

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2			
Math <u>Algebra</u>	4			
Math <u>Geometry</u>	4			
Biology				
Chemistry				
Earth Science	9			
Living Environment				
Physics				
Global History and Geography	5			
US History and Government	1			
Foreign Language	5			
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.

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.

(Answer for Part B above; form won't let anything be written there)

Ultimately, the assessment that matters for the ELLs is the Regents--particularly those required to get an Advanced Regents Diploma. Teachers use ongoing assessment, diagnostics, and predictives based on actual Regents material, which obviously is mostly grounded in reading and writing (and listening comprehension for the ELA Regents, which is practiced in the 9th and 10th grades as well). In addition, ELLs take ACUITY tests to gauge development of reading comprehension and writing skills, as well as Pearson's ongoing assessment, which is geared towards assessing readiness for the NYSESLAT exam. NYSESLAT results are considered when preparing students for the ELA Regents, but otherwise, all assessment considerations are Regents-based.

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		