



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN BUSINESS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M392

PRINCIPAL: KAREN POLSONETTI

EMAIL: KPOLSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Polsonetti	*Principal or Designee	
Thomas Charroppin	*UFT Chapter Leader or Designee	
Karen Downing	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Alejandrina Contreras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Henry Santana	Student Representative	
Jayna Pena	Student Representative	
n/a	CBO Representative, if applicable	
Gabriel Munoz	Member/UFT	
Tina Yu	Member/CSA	
Rori Floyd	Member/PA	
Aida Velez	Member/PA	
Evette Marsach	Member/PA	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By the end of June 2012, Manhattan Business Academy will increase the average school-wide scholarship from 84.46% to 87.46%.

Comprehensive needs assessment

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

School-wide scholarship data is reviewed quarterly from STARS. This has been identified as an area in need of improvement as this greatly impacts credit accumulation. With our first graduating class of students expected in the 2012-2013 school year, increasing credit accumulation will benefit student performance in each of their respective NYS Regents Examinations and eventually our graduation rate.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

To affect change in student achievement, MBA will ensure that 100% of its faculty will participate in teacher teams. This will be accomplished by the reorganization of the existing Weekly Summit Meetings and the teachers' Circular 6 Common Planning Time. These teams will play a pivotal role in providing opportunities for planning and preparation of lessons, units and curricula, professional development to assist teachers and the administration of interim monitoring, follow-up and assessment of student performance in both formative and summative assessments.

- **The inquiry teams will be as follows: 9th, 10th and 11th Grade Teams, Advisory Teams, Intervention Support Team, Leadership Team and Subject Teams**
 - **The new Intervention Support Team will be developed to assist teachers in addressing the academic, social-emotional or behavioral support/intervention that might hinder the performance of certain students and/or groups of students. This team will consist of a social worker, guidance counselor and dean. One member of this team will attend a specific grade team meeting once a week to provide the grade team the opportunity to obtain additional support for struggling students.**
- **Summit/CPT meetings will enable grade teams, as well as subject teams, the opportunity to discuss and align curricula to the Common Core Learning Standards, as well as plan for the incorporation of the required Common Core writing and math tasks by creating scaffolded lessons and graphic organizers to assist all students, including those in our lowest third, to successfully complete those tasks. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coaches, Assistant Principal, Principal)**
- **All staff will continue to utilize quarterly periodic assessments and the ISA DY0 mathematics and writing rubrics.**
 - **At Summit/CPT meetings, teachers will collaboratively grade, analyze, and reflect on student work samples in their respective teams. Included in this process will be the identification of students performing at different levels, i.e.: low, medium-low, medium, medium-high and high. All teachers will provide a variety of student writing samples from each of their respective content areas for review in their**

grade team meetings. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coach, Assistant Principal, Principal)

- **Advisory program will assist in improving the home outreach, student attendance and student performance. Advisory team will meet frequently to discuss curriculum, college visits and special community service projects.**
 - The advisor calls home daily when a student is not present for check-in.
 - Advisor makes phone calls when a student is struggling, whether academic, socially, emotionally or behaviorally, etc. This typically occurs prior to the distribution of progress reports in the middle of each quarter.
 - Advisory team meetings will be conducted regularly to plan curriculum that assist students in organizational skills, setting/reflecting upon personal goals and college planning.
- **Kid-Talk allows for grade teams to discuss student progress. They will have the opportunity to discuss and celebrate the achievements and also identify students who are not reaching their full potential. The parents of these students, parents are invited to school for a conference with the entire grade team and other staff members, as deemed appropriate. Other staff members might include the dean, guidance counselor, advisor, etc. Together they develop a plan to help the student succeed. Intervention measures may include but are not limited to tutoring or a behavior intervention plan such as a daily conduct sheet.**
 - Continued use of the advisory program along with Highrise communication system will support students performing at or below minimum standards.
 - Use of the APEX program will provide enrichment opportunities for students who are performing at high levels.
- **Faculty will participate in collegial peer observations in an effort to enhance our school learning community. teachers will perform collegial peer observations. These inter-visitations will assist in the identification of best practices and in creating the necessary environment needed for sharing and collaborative planning. Peer observations will be supplemented by informal observations by the lead teacher and formal observation by the assistant principal and Principal. These observations can assist in supporting teachers in becoming more effective. Areas of strength and those in need of improvement are identified based upon self-reflections, informal and formal observations.**

Summer professional development retreat will allow for the introduction of new school-wide initiatives, as well as provide staff with the opportunity to review/revise curriculum maps and plan lessons collaboratively with their grade and subject teams, identify opportunities for interdisciplinary lessons/units as well as work with coaches.

- **Teachers will be required to develop and revise lessons and assessments to ensure alignment with the CCLS. A continued emphasis will be placed on writing and the ISA mathematics and writing rubrics will be utilized to evaluate student work.**
- **Teachers will be instructed to begin the school year with a diagnostic assessment to obtain baseline data for all students during the first week of school.**
- **Teachers will be introduced to the implementation of the mathematics (Spring) and writing (Fall) CCLS task.**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In an effort to raise parental involvement, parents of selected students will be invited in to discuss student performance and progress by the grade team. Additionally, advisory teachers remain in constant contact with parents as they are contacted whenever a child is not present for morning check-in. All staff members are asked to record all outreach efforts into the school communication system, Highrise. Periodically the Highrise entries will be reviewed to ensure that all staff members are logging their outreach efforts. Whenever possible communication will be sent home in the student's home language.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Informal and formal observations are supplemented by a mid-year and year-end reflections, inviting teachers to play an integral role in the identification of areas of strength and together with the administration settle on areas for improvement. All individual professional development opportunities are planned accordingly. Selection of staff is based upon their certifications to ensure that they are highly qualified. Additionally, the fact that teachers teach within their license in one grade level assists in attracting, recruiting and keeping highly qualified teachers. The hiring committee is composed of teachers and administrators. The teachers ultimately have a huge voice in who will join their teams.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Participation in Federal, State and Local programs such as violence prevention and nutrition programs are incorporated into the existing Advisory Program. This program included a morning check-in as well a full period of instruction daily.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Advisory class requires additional funding as each faculty member has an advisory class. This is typically funded through Fair Student Funding or Title 1 SWP monies. Additionally a full-time lead teacher has been hired using Title 1 monies. PD money has been set aside in OTPS using Title 1 funds to provide PD for teachers to become more highly qualified.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By the end of the August 2012 administration of the NYS Regents Examinations,

- a) the pass rate in Global History will increase from 50 to 55%
- b) The pass rate in Mathematics (Integrated Algebra and Geometry combined) will increase from 53.14% to 58.14%.

Comprehensive needs assessment

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

The needs assessment was based upon a review of the Regents Results for the school and in preparation for the school's Progress Report. This information can be found in STARS, ATS and ARIS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To affect change in student achievement, MBA will ensure that 100% of its faculty will participate in teacher teams. This will be accomplished by the reorganization of the existing Weekly Summit Meetings and the teachers' Circular 6 Common Planning Time. These teams will play a pivotal role in providing opportunities for planning and preparation of lessons, units and curricula, professional development to assist teachers and the administration of interim monitoring, follow-up and assessment of student performance in both formative and summative assessments.

- **The inquiry teams will be as follows: 9th, 10th and 11th Grade Teams, Advisory Teams, Intervention Support Team, Leadership Team and Subject Teams**
 - **The new Intervention Support Team will be developed to assist teachers in addressing the academic, social-emotional or behavioral support/intervention that might hinder the performance of certain students and/or groups of students. This team will consist of a social worker, guidance counselor and dean. One member of this team will attend a specific grade team meeting once a week to provide the grade team the opportunity to obtain additional support for struggling students.**
- **Summit/CPT meetings will enable grade teams, as well as subject teams, the opportunity to discuss and align curricula to the Common Core Learning Standards, as well as plan for the incorporation of the required Common Core writing and math tasks by creating scaffolded lessons and graphic organizers to assist all students, including those in our lowest third, to successfully complete those tasks. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coaches, Assistant Principal, Principal)**
- **All staff will continue to utilize quarterly periodic assessments and the ISA DY0 mathematics and writing rubrics.**
 - **At Summit/CPT meetings, teachers will collaboratively grade, analyze, and reflect on student work samples in their respective teams. Included in this process will be the identification of students performing at different levels, i.e.: low, medium-low, medium, medium-high and high. All teachers will provide a variety of student writing samples from each of their respective content areas for review in their grade team meetings. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coach, Assistant Principal, Principal)**
- **Advisory program will assist in improving the home outreach, student attendance and student performance. Advisory team will meet frequently**

to discuss curriculum, college visits and special community service projects.

- The advisor calls home daily when a student is not present for check-in.
- Advisor makes phone calls when a student is struggling, whether academic, socially, emotionally or behaviorally, etc. This typically occurs prior to the distribution of progress reports in the middle of each quarter.
- Advisory team meetings will be conducted regularly to plan curriculum that assist students in organizational skills, setting/reflecting upon personal goals and college planning.
- Kid-Talk allows for grade teams to discuss student progress. They will have the opportunity to discuss and celebrate the achievements and also identify students who are not reaching their full potential. The parents of these students, parents are invited to school for a conference with the entire grade team and other staff members, as deemed appropriate. Other staff members might include the dean, guidance counselor, advisor, etc. Together they develop a plan to help the student succeed. Intervention measures may include but are not limited to tutoring or a behavior intervention plan such as a daily conduct sheet.
 - Continued use of the advisory program along with Highrise communication system will support students performing at or below minimum standards.
 - Use of the APEX program will provide enrichment opportunities for students who are performing at high levels.
- Faculty will participate in collegial peer observations in an effort to enhance our school learning community. teachers will perform collegial peer observations. These inter-visitations will assist in the identification of best practices and in creating the necessary environment needed for sharing and collaborative planning. Peer observations will be supplemented by informal observations by the lead teacher and formal observation by the assistant principal and Principal. These observations can assist in supporting teachers in becoming more effective. Areas of strength and those in need of improvement are identified based upon self-reflections, informal and formal observations.

Summer professional development retreat will allow for the introduction of new school-wide initiatives, as well as provide staff with the opportunity to review/revise curriculum maps and plan lessons collaboratively with their grade and subject teams, identify opportunities for interdisciplinary lessons/units as well as work with coaches.

- Teachers will be required to develop and revise lessons and assessments to ensure alignment with the CCLS. A continued emphasis will be placed on writing and the ISA mathematics and writing rubrics will be utilized to evaluate student work.
- Teachers will be instructed to begin the school year with a diagnostic assessment to obtain baseline data for all students during the first week of school.
- Teachers will be introduced to the implementation of the mathematics (Spring) and writing (Fall) CCLS task.
- Teachers continue to align instruction, assessments to the Common Core Standards.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In an effort to raise parental involvement, parents of selected students will be invited in to discuss student performance and progress by the grade team. Additionally, advisory teachers remain in constant contact with parents as they are contacted whenever a child is not present for morning check-in. All staff members are asked to record all outreach efforts into the school communication system, Highrise. Periodically the Highrise entries will be reviewed to ensure that all staff members are logging their outreach efforts. Letters are sent home and phone calls made to remind parents about credit recovery programs and special tutorial sessions. Additionally, this information is discussed at monthly PTA meetings as well as mailed home in the Principal's newsletter.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Informal and formal observations are supplemented by a mid-year and year-end reflections, inviting teachers to play an integral role in the identification of areas of strength and together with the administration settle on areas for improvement. All individual professional development opportunities are planned accordingly. Selection of staff is based upon their certifications to ensure that they are highly qualified. Additionally, the fact that teachers teach within their license in one grade level assists in attracting, recruiting and keeping highly qualified teachers. The hiring committee is composed of teachers and administrators. The teachers ultimately have a huge voice in who will join their teams. ISA also provides staff to assist with coaching teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

n/a

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 monies are made available for per session tutoring in Regents bound classes.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #4

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

To increase the college preparedness of our students and assist in the number of students successfully completing the CCLS Writing task, the students in each grade will attain the following gains in DY0 writing assessments by June 2012 as determined by the members of their respective grade teams.

- a) **9th grade: On average 50% of the students who received a 1 in evidence, organization and position will increase to at least a 2 in all three dimensions by June 2012. This means that 15 of the 29 students who scored a 1 will move up to a level 2.**
- b) **10th grade: All students will increase at least 1 full point to attain a level 3 in organization by June 2012. Since 55 students scored a 1 and 27 scored a 2, this means that 87 students in the 10th grade will move to a 3. The current average score in the area of organization is 1.4.**
- c) **11th grade: By June 2012, the student average in evidence will move from a 1.9 to a 3. This means improving the performance of the 29 students who scored a 1 in evidence.**

Comprehensive needs assessment

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

Each grade team reviewed data and student work. After collaboratively grading and reviewing writing assessments, each team agreed upon the following goals for their students. Team goals have a concentration on writing as these skills can impact the success of students in all content areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To affect change in student achievement, MBA will ensure that 100% of its faculty will participate in teacher teams. This will be accomplished by the reorganization of the existing Weekly Summit Meetings and the teachers' Circular 6 Common Planning Time.

- **The inquiry teams will be as follows: 9th, 10th and 11th Grade Teams, Advisory Teams, Intervention Support Team, Leadership Team and Subject Teams. These teacher teams review various data throughout the year including but not limited to scholarship data, course grades, performance on interim assessments as outlined in the Summit/CPT calendar.**
- **Summit/CPT meetings will enable grade teams, as well as subject teams, the opportunity to discuss and align curricula to the Common Core Learning Standards, as well as plan for the incorporation of the required Common Core writing and math tasks by creating scaffolded lessons and graphic organizers to assist all students, including those in our lowest third, to successfully complete those tasks. Additionally they identify opportunities for interdisciplinary approaches to instruction that can reinforce concepts taught in other courses. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coaches, Assistant Principal, Principal)**
- **All staff will continue to utilize quarterly periodic assessments and the ISA DY0 mathematics and writing rubrics. After obtaining baseline data in the first week of school, teachers will continue to collaboratively grade, analyze, and reflect on student work samples in their respective teams. Included in this process will be the identification of students performing at different levels, i.e.: low, medium-low, medium, medium-high**

and high. The progress of these students will be specifically monitored throughout the school year. (Teachers, Grade Team Leaders, Lead Teacher, ISA Coach, Assistant Principal, Principal)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In an effort to raise parental involvement, parents of selected students will be invited in to discuss student performance and progress by the grade team. Additionally progress reports are mailed home each quarter and phone calls mandated for students who are failing or in danger of failing.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Informal and formal observations are supplemented by a mid-year and year-end reflections, inviting teachers to play an integral role in the identification of areas of strength and together with the administration settle on areas for improvement. All individual professional development opportunities are planned accordingly. Selection of staff is based upon their certifications to ensure that they are highly qualified. Additionally, the fact that teachers teach within their license in one grade level assists in attracting, recruiting and keeping highly qualified teachers. The hiring committee is composed of teachers and administrators. The teachers ultimately have a huge voice in who will join their teams.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

n/a

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

n/a

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #5

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

- **By the end of June 2012, the percentage of students/parents accessing/utilizing Engrade to access student grades or correspond with teachers will increase from 35% to 75%.**

Comprehensive needs assessment

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

Many parents expressed a greater desire to assess real-time data on the performance of the child so they can monitor and assist the school in making certain that students were up-to-date with their assignments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Each advisor will utilize school lap top carts within the first two weeks of school to have students create Engrade accounts with their personal access codes. Teachers will also post all grades weekly so students/parents are encouraged to log on regularly to monitor progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In an effort to raise parental/student utilization of Engrade, they distribute access codes periodically. Reminder letters are sent home and phone calls made. This information is also distributed at the first PTA meeting and also included in the Principal's monthly newsletter.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

n/a

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

n/a

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Cost of Engrade subscription (FSF) and advisory teachers (FSF, Title 1)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10	10	n/a	10	10		10	
10	15	13	13	15	15		15	
11	11	35	26	21	35		25	
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	All 9 th graders receive double period of ELA instruction every other day. Teachers additionally provide on-on-one or small group tutorials after school and during the school day.
Mathematics	Each 9 th class/strand is split in half to reduce the class size to approximately 15 students. Teachers additionally provide on-on-one or small group tutorials after school and during the school day.
Science	The 9 th grade Science elective is Ecology based and helps build a stronger foundation for Regents level courses. Students participate in inquiry-based activities and acquire the necessary inquiry skills necessary for all science classes.
Social Studies	Summer elective course was developed to assist students. After school tutoring is one-on-one or small group.
At-risk Services provided by the Guidance Counselor	Academic counseling occurs during the school day. When necessary, referrals are made to outside CBOs and the guidance counselor remains in contact with all parties to follow-up on student needs.
At-risk Services provided by the School Psychologist	Individual and group counseling occur regularly as mandated by a student's IEP or upon referral.
At-risk Services provided by the Social Worker	Individual and group psychotherapeutic and crisis counseling occurs on a weekly basis and as needed during the school day and after/before school. When referrals to outside CBOs are required, the social worker remains in contact with collaterals and other outside agencies.

At-risk Health-related Services

Available through the Mt. Sinai Medical Clinic.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll/ Terry Byam	District 2	Borough Manhattan	School Number 392
School Name Manhattan Business Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Karen Polsonetti	Assistant Principal Tina Yu
Coach Eileen Cuff	Coach Erin Quigley
ESL Teacher Michael Farrell	Guidance Counselor Jose Vasquez
Teacher/Subject Area Renata Nikolayev/French,ESL	Parent Karen Downing
Teacher/Subject Area Gabriel Munoz/ Special Ed	Parent Coordinator n/a
Related Service Provider	Other
Network Leader Terry Byam	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	348	Total Number of ELLs	34	ELLs as share of total student population (%)	9.77%
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Part II: ELL Identification Process

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

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

1. When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. Parents are provided with and assisted in completing the Home Language Identification Survey (HLIS) by the Guidance Counselor/pedagogue which is a DOE document available in fourteen different languages (Albanian, Arabic, Bengal, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu). However, if the parents are illiterate or speak another language, a translator is sought out. The language spoken Mr. Vasquez is Spanish and assistance, if needed is sought out by other members of faculty who speak other languages. Ms. Nikolayev speaks French and Russian; Ms. Gruda and Bunker-Hill speak Russian. Ms. Yu, Ms Yoo, and Mr. Chung speak Korean; Mr. Ortaliza speaks Tagalog; Ms. Cunha speaks Portuguese; Mr. Charropin speaks French; and Mr. Munoz and Bunker-Lopez also speak Spanish. Additional support staff speak Spanish as well. An informal oral interview in English is administered by our ESL certified teacher, Michael Farrell. During this time he can assess whether or not the family's native language is other than English. This process happens at the orientation that the family attends. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is administered by our ESL teacher, Michael Farrell or special education teacher, Gabriel Munoz to identify the child as an English Language Learner or English Proficient. When a student's home language has been identified as Spanish and has scored at or below the cut scores, Mr. Munoz administers the Spanish LAB-R. Both LAB-R and Spanish LAB are completed within the first ten days of admittance. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. Toward the end of the year the NYSESLAT is conducted in order to determine students' proficiency levels in English and their eligibility for ELL services. In order to ensure that all four components of the test are administered an alternate schedule is put into place and the students are pulled out. In order to ensure that all ELLs receive their services the RLER report from ATS is used in order to determine which students are eligible to take both the LAB-R and NYSESLAT.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation when registering their children that describes various programs for ELLs and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents are encouraged to select the program before being told what program is available at our school. MBA is proud to offer Freestanding ESL to conform to the parental choice selections. Both our ESL teacher, Michael Farrell and our Guidance Counselor, Jose Vasquez explain these programs to parents. In order to inform parents of the choices that are available to them they are also supplied with ELL parent brochures, the parent orientation video, and parent survey and program selection form. All this information is presented in the parents' home language, and if needed, assistance from translators is sought out. The program selection form is offered in multiple languages. If a parent chooses a program that is not available at our school we explain the ways in which we provide additional support for our students through our Freestanding ESL program. If parents are still not satisfied they can opt to transfer their children to another school. Currently we are preparing ourselves to better serve the needs of our ESL population by expanding the department. This year we have two ESL teachers. If our ELL

population continues to grow additional staffing or programming concerns will be addressed as they arise.

3. At the orientation that parents attend with the guidance counselor, Jose Vasquez, and ESL teacher, Michael Farrell, parent surveys and selection forms are completed. Together, they go over the information with parents in order to help ensure parental choice. When Entitlement Letters are returned, our Guidance Counselor, Mr. Vasquez, stores them in the student files. We also encourage parents to fill out program selection forms when they are present in the school. Otherwise Mr. Vasquez reaches out to them and seeks their participation and requests the forms be returned.

4. MBA honors student choice by ensuring that our ELL programs are clearly described and that the parent choice is enacted. When a student's program is selected and approved entitlement letters are mailed out. Similarly, after testing (NYSESLAT), when a student has either placed out of the ELL program or has been determined to need an extension of services, continued entitlement letter are also sent out. Copies of entitlement and continued entitlement letter are stored in students' record files. Parent Choice letters are stored in each child's file in the Guidance Counselor's office. Taking the LAB-R and HLIS into consideration, identified ELL students meet daily with an ESL teacher and are provided with tutoring after school. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MBA provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

5 & 6. This is only our 3rd year as a school and thus far, 100% of the parents and students opted for our Freestanding English program. These trends are monitored and kept on file. As previously stated, these files are kept stored in the student records. Our parents have chosen for their children to be immersed in a free-standing english program which is aligned directly with our program. As MBA grows, we will continue to develop our ESL program to fit the needs of our students.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In										20	5	9		34
Total	0	20	5	9	0	34								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	7
SIFE	4	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	1	2	9	0	2	18	3	3	34
Total	7	1	2	9	0	2	18	3	3	34

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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 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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	4	7		24
Chinese											1	1		2
Russian														0
Bengali										2				2
Urdu											1			1
Arabic										1				1
Haitian														0
French										1				1

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										3				3
TOTAL	0	20	6	8	0	34								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

- To amplify the literacy and academic skills of ELLs who participate in the program
 - To incorporate recognized and researched based ESL instructional strategies across content subject areas.
 - To give students the skills to perform at city and state grade level in all subject areas
- a. Organizational models that are implemented include ICT (Integrated Collaborative Teaching), a push in model where our ELL teacher works with our ELA teacher for a double period everyday to support our ESL students' literacy. Our ESL students are also in one self-contained class with our ESL teacher to supplement the work they do in content classes. Through these supports we are able to provide our identified ELLs with a smaller teacher-student ratio and language support.

b. The program models that are implemented in our school include block scheduling where the students are heterogeneously separated into strands. Each strand travels together as a group throughout the day in all subject areas. In math the strands get smaller as the strand is divided into a homogenous split.

A. Programming and Scheduling Information

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

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

2. Some key components of our scheduling that allows for staff to provide the mandated number of instructional minutes is provided include 4 periods (45 minutes each, 180 minutes, 1 unit) of self contained ESL and push in during the ELA courses for 4 periods as well. Students attend 360 minutes of ELA a week. Of those 360 minutes, there are 4 periods (180 minutes; 1 unit) for which students receive push in services. In addition to this, students are also provided with after school tutoring by our ESL certified teachers twice a week for an hour and a half (180 minutes, 1 unit). Students' proficiency levels, as determined by the NYSESLAT, LAB-R, and Spanish LAB are used to schedule students so that they receive either 1, 2 or 3 units of ESL instruction. These students are also taking Native Language Arts in Spanish for 180 minutes a week. When needed, students also receive more direct push in/pull out support in content area classes such as Social Studies, Science, and Math.

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

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

Foldables are used to help aid in acquisition of new words. They include official definitions as well as student friendly definitions and/or drawings to help students remember the words and their definitions.

Translations are oftentimes available, especially for ELA where translated texts are purchased for students to be able to refer to.

Teachers take advantage of producing vocabulary lists that are important for the particular content they are teaching.

Check-ins and quick assessments are constantly performed as an evaluative method for understanding.

Students are encourage to summarize points on post its.

Finally, the CALLA (Cognitive Academic Language Learning Approach) method is also utilized as an instructional method. This is an approach where students are taught to retain language skills and concepts being taught. It focuses on three components which include learning strategies, development of academic language, and a related curriculum.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%		
75%		
50%		
25%		
100%		
75%		
50%		
25%		

A. Programming and Scheduling Information

ratio to give them more personalized attention. In order to make the content accessible for students labeled as SIFE, scaffolded and abridged materials at their reading level. In this way they are able to reach the same material at their particular levels. Students labeled

B. Programming and Scheduling Information--Continued

8. 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.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. Students receive a double block of English with a push in ELL teacher in the 9th grade. This class is a freestanding immersion ELL class where all students are reading independently for 30 minutes with leveled books. The last hour and a half, teachers target instruction centering around effective reading and writing strategies using scaffolded differentiated lessons. Our 10th grade ELL students have a small instruction class of 12 students four times a week with our ELL teacher. In Math, Social Studies, Science, and ELA, our teacher differentiate their instruction using graphic organizers, visual aids and audio support to assist our ELL students. Students also receive supplementary support in their advisory and in our after school programs when necessary. In all subjects, depending on students' proficiency, students may be pulled out for additional support by ESL teachers and/or special education teachers. In Math, students also receive additional remedial support/tutoring for a period a week. As a team, teachers also look at student writing where ELLs are also targeted, in order to see what structures and strategies can be implemented to further support their work in writing across all content areas.
9. Students will be supported for two years after reaching proficiency on the NYSESLAT test with targeted tutoring after school. Those students who need additional structures might also use translated texts and bilingual dictionaries. When appropriate students are also given additional time in order to complete required tasks such as tests.
10. Next year will depend on the size of our ELL population.
11. None
12. All of our students, including ELL's, are offered the same opportunities before and after school such as tutoring in different content areas, enrichment programs and after school clubs. Curricular programs include ELA, Algebra, Geometry, Algebra II/Trigonometry, Social Studies, Global Studies, American Studies, Ecology, Earth Science, French, Spanish, Business, Gym, and Health. Students are programmed into their core content area classes and given choice when it comes to their electives. For extra-curricular activities students have the option of joining any of our PSAL sports; which include basketball, baseball, bowling, and etc. In order to be fully integrated into these activities advisors, ESL teachers, coaches, and mentoring teachers are sure to have discussions with students who receive services. Our funding sources include Title I money, fair student funding monies, and DYO assessment monies. This helps us provide instructional supplies that include new class sets that have books, movies, and audio cassettes in students' native language, translation services, two ESL teachers, and per session for tutoring.
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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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)?

Paste response to questions 1-5 here

Science:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. At MBA we have a strong professional development program that focuses on Writing Across the Curriculum for all of our teachers, content teachers, ELL teachers, Special Education teachers, and elective teachers as well as our Guidance Counselor. We focus on all of our ELL students DY0 scores to strategize how to best support our ELL's using reading and writing strategies such as leveled reading, read aloud/think alouds and literacy circles. Our secretary is trained on budget and compliance issues that are required to provide services for our ELL students. Our assistant principals receives training from members of the staff that are elected to go on professional development sessions revolving around curriculum and the ESL population. This information is turn-keyed to the assistant principal and other members of the staff. Since we are a school that shares psychologists, occupational/physical therapists, and speech therapists, these personnel attend professional development as provided them by the department of education.
2. ELL's have an advisory program which is a small class of 10 - 12 students that focuses on parent connection, reading and writing. We use our advisory program to support our ELL students in making the transition from middle school to high school. The advisor, which is an ESL certified teacher, supports our ELL students and their parents instructionally as well as organizationally. Staff is also supported through planned training sessions at weekly PDs (Summit) which focus on targeted reading and writing strategies with targeted groups of students, ELLs being among the targeted group; winter retreats and summer institute retreats.
3. All staff participate in 2 and a 1/2 hours of professional development weekly to be trained on ELL strategies, literacy, inquiry and lesson planning. As previously stated, ELL training for staff occurs during Summits, summer and winter retreats. At MBA we go over the minimum requirement of 7.5 hours of ELL training as Summits are 2 hours and retreats take place for a select weekend during the winter and a week during the summer. Records of meeting times are kept on agendas for all professional development.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities address the needs of the parents?
1. Through our advisory program, all parents are contacted via telephone, email and letters monthly. All parents, including parents of ELL's, are invited to our PTA meetings and other parent activities such as School Fairs, Open Houses, College Visits, etc. They also take part in exercise classes that are hosted by the school, such as Pilates and other fitness activities. Parents of ELL's are communicated with via a translator from the school or an outside resource. Translators from the school come from the staff or support staff who speak a variety of languages including Spanish, Portuguese, French, Russian, Tagalog, and Korean. When languages other than those spoken by the staff are needed for translation services we seek help from the translation services hotline provided by the DOE.
2. Currently our school does not partner with other community based organizations to provide workshops to ELL parents but we are currently researching possible alternatives.

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2. Currently our school does not partner with other community based organizations to provide workshops to ELL parents but we are currently researching possible alternatives.

3. We use the Home Language Survey to start our assessment of needs. We utilize our advisory program to obtain information and needs of our ELL students and parents to ensure that we meet the needs of students. We also have access to translation resources obtained by the DOE. These include bilingual glossaries for DOE terminology, official translated documents and report cards.

4. We conduct surveys to discover the needs of the parents for our PTA meetings. Parent involvement activities have included planning end of year barbeque, dance planning, graduation, prom, college preparation with local representatives (financial and academic), SAT preparation. Our parents are an integral part of planning activities at our school. They also take part in all the activities mentioned as well as fitness programs. When needed, translators from the school or automated hotline are sought out.

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 Usage and Supports

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75%	
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B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

8. Students receive a double block of English with a push in ELL teacher in the 9th grade. This class is a freestanding immersion ELL class where all students are reading independently for 30 minutes with leveled books. The last hour and a half, teachers target instruction centering around effective reading and writing strategies using scaffolded differentiated lessons. Our 10th grade ELL students have a small instruction class of 12 students four times a week with our ELL teacher. In Math, Social Studies, Science, and ELA, our teacher differentiate their instruction using graphic organizers, visual aids and audio support to assist our ELL students. Students also receive supplementary support in their advisory and in our after school programs when necessary. In all subjects, depending on students' proficiency, students may be pulled out for additional support by ESL teachers and/or special education teachers. In Math, students also receive additional remedial support/tutoring for a period a week. As a team, teachers also look at student writing where ELLs are also targeted, in order to see what structures and strategies can be implemented to further support their work in writing across all content areas.

9. Students will be supported for two years after reaching proficiency on the NYSESLAT test with targeted tutoring after school. Those students who need additional structures might also use translated texts and bilingual dictionaries. When appropriate students are also given additional time in order to complete required tasks such as tests.

10. Next year will depend on the size of our ELL population.

11. None

12. All of our students, including ELL's, are offered the same opportunities before and after school such as tutoring in different content areas, enrichment programs and after school clubs. Curricular programs include ELA, Algebra, Geometry, Algebra II/Trigonometry, Social Studies, Global Studies, American Studies, Ecology, Earth Science, French, Spanish, Business, Gym, and Health. Students are programmed into their core content area classes and given choice when it comes to their electives. For extra-curricular activities students have the option of joining any of our PSAL sports; which include basketball, baseball, bowling, and etc. In order to be fully integrated into these activities advisors, ESL teachers, coaches, and mentoring teachers are sure to have discussions with students who receive services. Our funding sources include Title I money, fair student funding monies, and DYO assessment monies. This helps us provide instructional supplies that include new class sets that have books, movies, and audio cassettes in students' native language, translation services, two ESL teachers, and per session for tutoring.

13. Classes have leveled books for reading in ELA. Content classes scaffold the readings in each class and utilize technology such as the ELMO, the LCD projector and laptops to supplement their instruction. The Elmo is used to support ELL students because teachers are able to visually present material in various ways. They are able to display student work as a model for other students. The LCD projector allows teachers to use both visual and audio methods to differentiate their instruction to make ideas and concepts clearer for our ELL students. In the content areas, native language materials that are used in order to support our students include translated texts (books), dictionaries, movies, and audio cassettes. For example, class novels are given to students with the translation as an accompaniment in case they need to reference the translated text. As mentioned previously, the CALLA method and EXC-ELL are also utilized in content areas in order to provide language support for our students.

14. For foreign Language classes students are placed in their native language. Since we have a freestanding ESL program, teachers are sure to include translations for students in their native tongue. They might give them a list of words students might need to reference and they might also reference the translated texts.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. At MBA we have a strong professional development program that focuses on Writing Across the Curriculum for all of our teachers, content teachers, ELL teachers, Special Education teachers, and elective teachers as well as our Guidance Counselor. We focus on all of our ELL students DY0 scores to strategize how to best support our ELL's using reading and writing strategies such as leveled reading, read aloud/think alouds and literacy circles. Our secretary is trained on budget and compliance issues that are required to provide services for our ELL students. Our assistant principals receives training from members of the staff that are elected to go on professional development sessions revolving around curriculum and the ESL population. This information is turn-keyed to the assistant principal and other members of the staff. Since we are a school that shares psychologists, occupational/physical therapists, and speech therapists, these personnel attend professional development as provided them by the department of education.

2. ELL's have an advisory program which is a small class of 10 - 12 students that focuses on parent connection, reading and writing. We use our advisory program to support our ELL students in making the transition from middle school to high school. The advisor, which is an ESL certified teacher, supports our ELL students and their parents instructionally as well as organizationally. Staff is also supported through planned training sessions at weekly PDs (Summit) which focus on targeted reading and writing strategies with targeted groups of students, ELLs being among the targeted group; winter retreats and summer institute retreats.

3. All staff participate in 2 and a 1/2 hours of professional development weekly to be trained on ELL strategies, literacy, inquiry and lesson planning. As previously stated, ELL training for staff occurs during Summits, summer and winter retreats. At MBA we go over the minimum requirement of 7.5 hours of ELL training as Summits are 2 hours and retreats take place for a select weekend during the winter and a week during the summer. Records of meeting times are kept on agendas for all professional development.

E. Parental Involvement

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

1. Through our advisory program, all parents are contacted via telephone, email and letters monthly. All parents, including parents of ELL's, are invited to our PTA meetings and other parent activities such as School Fairs, Open Houses, College Visits, etc. They also take part in exercise classes that are hosted by the school, such as Pilates and other fitness activities. Parents of ELL's are communicated with via a translator from the school or an outside resource. Translators from the school come from the staff or support staff who speak a variety of languages including Spanish, Portuguese, French, Russian, Tagalog, and Korean. When languages other than those spoken by the staff are needed for translation services we seek help from the translation services hotline provided by the DOE.

2. Currently our school does not partner with other community based organizations to provide workshops to ELL parents but we are currently researching possible alternatives.

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2. Currently our school does not partner with other community based organizations to provide workshops to ELL parents but we are currently researching possible alternatives.

3. We use the Home Language Survey to start our assessment of needs. We utilize our advisory program to obtain information and needs of our ELL students and parents to ensure that we meet the needs of students. We also have access to translation resources obtained by the DOE. These include bilingual glossaries for DOE terminology, official translated documents and report cards.

4. We conduct surveys to discover the needs of the parents for our PTA meetings. Parent involvement activities have included planning end of year barbeque, dance planning, graduation, prom, college preparation with local representatives (financial and academic), SAT preparation. Our parents are an integral part of planning activities at our school. They also take part in all the activities mentioned as well as fitness programs. When needed, translators from the school or automated hotline are sought out.

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)											2			2
Intermediate(I)											1	3		4
Advanced (A)											2	7		9
Total	0	0	0	0	0	0	0	0	0	0	5	10	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	10		2	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		3	
Physics				
Global History and Geography	6		1	
US History and Government				
Foreign Language				
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

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

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

2. The data reveals that our students are all Intermediate and Advanced on the NYSESLAT test. 84 students scored proficient in Listening

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Manhattan Business Academy</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Polsonetti	Principal		2/6/12
Tina Yu	Assistant Principal		2/6/12
	Parent Coordinator		
Michael Farrell	ESL Teacher		2/6/12
Karen Downing	Parent		2/6/12
Renata Nikolayev/ESL	Teacher/Subject Area		2/6/12
Gabriel Munoz/ Special Ed	Teacher/Subject Area		2/6/12
Erin Quigley	Coach		2/6/12
Eileen Cuff	Coach		2/6/12
	Guidance Counselor		
Terry Byam	Network Leader		02/06/12
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M392 **School Name:** Manhattan Business Academy

Cluster: 4/Groll **Network:** 404/Byam

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.

Each parent completes a Home Language Survey upon entering the school, whether as part of the regular 9th grade admission process or as part of the over-the-counter process. All regular 9th grade admits complete the survey as part of their advisory class. Throughout the year, as advisors and the guidance counselor meet with parents, this information may be updated based upon the information collected at these meetings. Once it is determined that a family needs a translator every effort is made to provide a multilingual staff member, who can translate for the families. When necessary, DOE translation services are utilized. As most of the school's ELL population are of Hispanic descent, all correspondence to homes is translated into this language and phone calls made in both languages. The use of a phone notification system also play messages recorded to parents in both Spanish and English. This year we will look into providing a Google translator on the school's website so as to better serve the families as they log on to obtain important school announcements and information.

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.

While we have a diverse student body, the majority of the foreign language speakers at MBA speak Spanish at home. Smaller percentages speak Chinese and even fewer speak other languages, such as French or Bengali. This information was collected through the HLS and school outreach efforts. To make certain that the school community is aware of the family's home language, this information is shared with all staff on a student master grid that is uploaded to Google documents on our Café website. It is also shared amongst staff members on our school's communication system, Highrise.

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.

Title 1 and TL Translation Services monies are set-aside for the payment of per session to staff members who provide translation services; document translation or translation services at face-to face or phone conferences, as well as for the purchase of materials in other languages to support English Language Learners. Important DOE documents are printed in the student's home language automatically on ATS and other documents sent home via backpack/mail according to the HLS. At PTA meetings, MBA parents provide translation services in Spanish. In certain situations, such as Open Houses, MBA student ambassadors provide translation services for families.

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.

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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>.

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