



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME MANHATTAN VILLAGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M439

PRINCIPAL: HECTOR GEAGER **EMAIL:** HGEAGER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. 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
Hector Geager	*Principal or Designee	
Felix Colon	*UFT Chapter Leader or Designee	
Camille Heatley	*PA/PTA President or Designated Co-President	
Ramon Nunez	DC 37 Representative, if applicable	
Edwin Padilla Daniel Card	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Lorrinza Grazette	Member/Parent	
Lorna Miller	Member/Parent	
Randy Jaquez	Member/Parent	
Maria Hernandez	Member/Parent	
Hope Haskes	Member/UFT	
	Member/	
	Member/	

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

- To increase by 2 percent the number of students passing the NYS examination in Earth Science in June 2012.

Comprehensive needs assessment

- As part of our long-term goal, we want our students to graduate with an Advanced Regents Diploma. To accomplish this goal, we have to continue increasing the number of students passing the Earth Science Regents. In June 2011, 76.15 passed the Earth Science Regents. A two (2) percent increase will raise our passing rate to 78 percent by June 2012.

Instructional strategies/activities

- Re-Mapping the Earth Science curriculum to ensure alignment with the Common Core State Standards
- Close monitoring of student progress toward mastering the Performance Standards for Earth Science by teacher, the Grade Team leader, principal and assistant principal
- Calendaring Diagnostic and Predictive Tests
- Using ARIS and ITT to identify the lowest performing 24 students and assign them to PM School and Saturday Academy
- PM School and Saturday Academy to prepare all the students for the Earth Science Regents
- Science Lab-Visits Professional Development for Earth Science teacher
- Develop and implement one Performance-Based Assessment units to engage the students in in-depth study of key scientific concepts in Earth Science
- Evaluation of lowest 24 academic progress during weekly team meetings
- Conferencing students to monitor their progress
- Design a Recovery Plan to address student's academic deficiencies and avoid failure, immediately (This plan must identify the area of difficulty, assignment and evaluation)
- Advisory Check List and Communication with parents; teacher-Ease, Emails, letters, phone calls and Evaluations Conferences 4 times a year
- At-Risk Conferences with Guidance Counselor
- At-Risk Students assigned to attend weekly group sessions with counselor
- Lunch Detention with teachers
- Lunch Detention with Principal Geager
- Weekly, and Quarterly Review of Progress in November, January, April and June using the AARP Protocol

Strategies to increase parental involvement

- **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**
- **Advisor and school communication with parents through Teacher-Ease, Emails, Monthly Newsletter: “High School Years,” letters, phone calls and Evaluations Conferences 4 times a year**
- **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**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional development twice a month**
- **The science specialists from the CFN will work with our teachers in unpacking the Common Core State Standards and designing Understanding by Design Unit based on the Common Core State Standards**
- **Science Lab-Visits Professional Development for Earth Science teacher, and other teachers**
- **Teachers and school inter-visitations to learn and implement effective practices**
- **Attending professional development workshops and conferences offered by the New York City Department of Education and other educational institutions and associations**

Service and program coordination

- **State and local services, such as those provided by The Jewish Board for Family Services, Peer Health Exchange, The Urban Dove, The Henry Street Settlement, CUNY, SUNY and New York University’s College Now Program, The New York City Department of Education, Our Children First Network and The New York Historical Society will support our students and parents to ensure the accomplishment of this goal. The services provided by the different programs will be combined with the instructional strategies/activities described above to ensure that all of our children meet our school and State’s graduation requirements. Our number one goal is to have our students graduate from college.**

Budget and resources alignment

- **TL-Fair Student Funding: One Earth Science Teacher; principal; Assistant Principal; per session for teachers**

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

- To increase the number of students passing the Earth Science and Integrated Algebra Regents with a score of 85 and above

Comprehensive needs assessment

- A careful examination of the Regents Report-Grade Distribution for June 2011 and The New York State School Report Card's Comprehensive Report Information for 2009-10 indicates a decline in the percentage of our students scoring 85 and above in Earth Science and the Integrated Algebra Regents. For example, in June 2011, one hundred and nine (109) students took the Earth Science Regents and only eight (8), or 7.3 percent of the students, obtained a score above 85. In Integrated Algebra, one-hundred and twelve (112) students took the Regents and only eleven (11), or 9.8 percent, scored above 85. However, the data shows also an increase in the number of special education and lowest 1/3 students passing these Regents with a score of 65 and above. The assumption is that the teachers teaching Earth Science and Integrated Algebra are not differentiating well enough to reach the higher performing students.

Instructional strategies/activities

- Develop and implement Performance-Based Assessment Units to engage the students in in-depth study of key concepts in Earth Science and Integrated Algebra to challenge the high performing students
- Weekly academic evaluation of the high performing 24 students in Earth Science and Integrated Algebra during Grade Team meetings every Thursday
- Calendaring Diagnostic and Predictive Tests and conducting item analysis of the results
- Review of the teachers' lesson plans, assignments and tasks to ensure differentiation and meet all the students at their cognitive levels
- Observations to target instructional differentiation in Earth Science and Integrated Algebra
- Discussing and implementing differentiation strategies with the teachers and following up with targeted classroom observations
- Teachers' participation in professional development offered by our CFN
- PM School and Saturday Academy targeting the high performing students in Earth Science and Integrated Algebra
- Responsible staff: David Vaders, Jacob Prairie, Sarah Lewis, Hector Geager, Sidney McAdams and Elly Feinstein

Strategies to increase parental involvement

- 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
- Advisor and school communication with parents through Teacher-Ease, Emails, Monthly Newsletter: "High School Years," letters, phone calls and Evaluations Conferences 4 times a year
- 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**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional development twice a month**
- **The science specialists from the CFN will work with our teachers in unpacking the Common Core State Standards and designing Understanding by Design Unit based on the Common Core State Standards**
- **Science Lab-Visits Professional Development for Earth Science teacher, and other teachers**
- **Teachers and school inter-visitations to learn and implement effective practices**
- **Attending professional development workshops and conferences offered by the New York City Department of Education and other educational institutions and associations**

Service and program coordination

- **State and local services, such as those provided by The Jewish Board for Family Services, Peer Health Exchange, The Urban Dove, The Henry Street Settlement, CUNY, SUNY and New York University's College Now Program, The New York City Department of Education, Our Children First Network and The New York Historical Society will support our students and parents to ensure the accomplishment of this goal. The services provided by the different programs will be combined with the instructional strategies/activities described above to ensure that all of our children meet our school and State's graduation requirements. Our number one goal is to have our students graduate from college.**

Budget and resources alignment

- **TL-Fair Student Funding; Title I SWP; TL-One-Time Allocation: 1 Integrated Algebra Teacher; 1 Earth Science Teacher; Per Session for PM School and Saturday Academy**

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 #3

- **To align our curriculum with the Common Core State Standards (CCSS) by creating new Curriculum Maps and Performance-Based Assessment Units of Study using Understanding by Design (UbD)**

Comprehensive needs assessment

- **In order to implement the Citywide Instructional Expectations for 2011-12 and continue upgrading our curriculum to prepare all students—including students with disabilities and English language learners—for college, our teachers must create Performance-Based Assessment Units connected to the Common Core State Standards. These units will be cognitively demanding and engaging mini-portfolios, through which the students will demonstrate mastery of the CCSS.**

Instructional strategies/activities

- **All the teachers will redesign their Curriculum Maps in alignment with the Common Core State Standards**
- **Each teacher will also design and implement a Understanding by Design (UbD), Performance-Based, Unit of Study for the students to demonstrate understanding of the CCSS**
- **The Curriculum Maps and Units of Study will be reviewed during our Faculty Meetings (twice a month) and Team Meetings (weekly)**
- **Discussion on student works during Grade Team Meetings (once a week) will be connected to the Core Standards**
- **The principal and assistant principal will review all Curriculum Maps and Units of Study to establish alignment with the Common Core State**
- **The CFN's Math and ELA Specialists will further assist our teachers in developing and implementing the UbD Units**

Strategies to increase parental involvement

- **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**
- **Advisor and school communication with parents through Teacher-Ease, Emails, Monthly Newsletter: "High School Years," letters, phone calls and Evaluations Conferences 4 times a year**
- **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**

Strategies for attracting Highly Qualified Teachers (HQT)

- **Professional development twice a month**
- **The Math and ELA specialists from the CFN will work with our teachers in unpacking the Common Core State Standards and polishing the Understanding by Design Units based on the Common Core State Standards**
- **Teachers and school inter-visitations to learn and implement effective practices**
- **Attending professional development workshops and conferences on the Common Core State Standards offered by the New York City Department of Education and other educational institutions and associations**

Service and program coordination

- **State and local services, such as those provided by The Jewish Board for Family Services, Peer Health Exchange, The Urban Dove, The Henry Street Settlement, CUNY, SUNY and New York University's College Now Program, The New York City Department of Education, Our Children First Network and The New York Historical Society will support our students and parents to ensure the accomplishment of this goal. The services provided by the different programs will be combined with the instructional strategies/activities described above to ensure that all of our children meet our school and State's graduation requirements. Our number one goal is to have our students graduate from college.**

Budget and resources alignment

- **Responsible staff: Hector Geager, Sidney McAdams, Nick Grant, Patricia Pinkerton and all the teachers**
- **TL-Fair Student Funding; Title I SWP; TL-One-Time Allocation; Per Session for Inquiry Teams, PM School and Saturday Academy**

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	53	86	25	31	86	11	24	86
10	120	31	26	54	120	5	27	120
11	42	126	28	24	126	8	33	126
12	29	26	38	98	98	4	19	98

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	Extra Literacy Services; Reading Class for 9th Grade; Intervention Services; Literacy/Autobiography Portfolio; Saturday Academy; PM School; Recovery Program; Small Group Instruction.
Mathematics	Extra Math Class for 10th Graders; Extra Help for 9th and 11th Graders; Saturday Academy; PM School; Recovery Program; Small Group Instruction.
Science	Extra Science Help; 12th Grade Science Portfolio; Science Fair; Lab Help; Saturday Academy; PM School; Targeted Academic Trips; Recovery Program; Small Group Instruction.
Social Studies	Extra Social Studies Help; Global Portfolio; Project Based Learning; Small Group Instruction.
At-risk Services provided by the Guidance Counselor	Individual and Group Counseling; At-risk counseling; Referrals to outside Agencies e.g. Jewish Board etc. Bringing in Outside Speakers; G.C. Internships;
At-risk Services provided by the School Psychologist	Review of cases and IEPs; Evaluations as needed.
At-risk Services provided by the Social Workers	Individual and Group Counseling; At-risk counseling; Referrals to outside Agencies: Jewish Board etc. Bringing in Outside Speakers; G.C. Internships; mandated Special Education Counseling (as indicated in the IEP).
At-risk Health-related Services	Annual AIDS Lessons; Health Lessons in Advisory; School Nurse; Posters; Flyers; Speakers.

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;
- hosting Family Day events, such as a Mothers' Day and Intercultural Dinner
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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 Kathy Pellis	District 2	Borough Manhattan	School Number 439
School Name Manhattan Village Academy			

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

Principal Hector Geager	Assistant Principal Sidney McAdams
Coach type here	Coach type here
ESL Teacher Joseph Frick	Guidance Counselor Elly Feinstein
Teacher/Subject Area Elizabeth Rodriguez/Spanish	Parent Camile Heatly
Teacher/Subject Area Emily Sherwood/Literacy	Parent Coordinator Irania Vega
Related Service Provider Rachel Nordlinger	Other type here
Network Leader Kathy Pellis	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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	0
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	0		

D. School Demographics

Total number of students in school	425	Total Number of ELLs	15	ELLs as share of total student population (%)	3.53%
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Part II: ELL Identification Process

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

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

MVA ensures that parents understand all three program choices when students are interviewed at MVA. When a student enters MVA and the New York City Public School System for the first time, they are given a Home Language Survey to see if a language other than English is listed as the one spoken at home. If a language other than English is spoken at home, the student is administered the LAB-R within their first 10 days at the school. If the student does not pass the cut-score, the student is then considered entitled and given appropriate ESL services. Past trends on parent choice cannot be analyzed, as all ELLs have entered MVA through a selective process in which they have chosen MVA—with the understanding that a free-standing ESL program is offered, and this information is kept in their admissions file. There is an orientation for all new students and parents in which translators are available whenever necessary. Orientation for families of ELLs takes place regularly during the regularly-scheduled parent-teacher conferences held each fall and spring.

MVA offers ELLs a free-standing ESL program that emphasizes English-language acquisition and necessary skills that can be applied to all content areas. The students are placed in mono-lingual classes in which the language of instruction is English while they also see the school’s certified ESL teacher in small groups (pull-out) to meet their required hours of service, but in addition, the ESL teacher pushes into the 9th and 10th grade portfolio classes, though sometimes scheduling doesn't allow this. When ELLs are pulled-out, they are only pulled out of elective classes (Music in 9th grade; one Foreign Language class per week in 10th and 11th grade; and one Art class per week in 12th grade).

questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										6	2	3	4	15
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	2	3	4	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		1	6		5	6		2	15
Total	3	0	1	6	0	5	6	0	2	15

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

C. Home Language Breakdown and ELL Programs

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

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
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																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

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

A. Programming and Scheduling Information

week.

All ELLs at MVA receive their entitled services based on the CR Part 154. Each ELL at MVA who is of an Advanced proficiency receives three periods of ESL (180 minutes) and four periods of ELA (240 minutes) per week; ELLs at an Intermediate proficiency six periods of ESL (360 minutes) and four periods of ELA (240 minutes) per week. There are currently no ELLs of a Beginner proficiency at MVA.

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

ELLs are given support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups. MVA has an extensive library with books to serve all levels; there is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources.

English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students whose native language is Spanish. The ELLs are engaged in a standards-based curriculum that’s meant to strengthen their integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas.

Courses Taught in Languages Other than English ⓘ

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

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

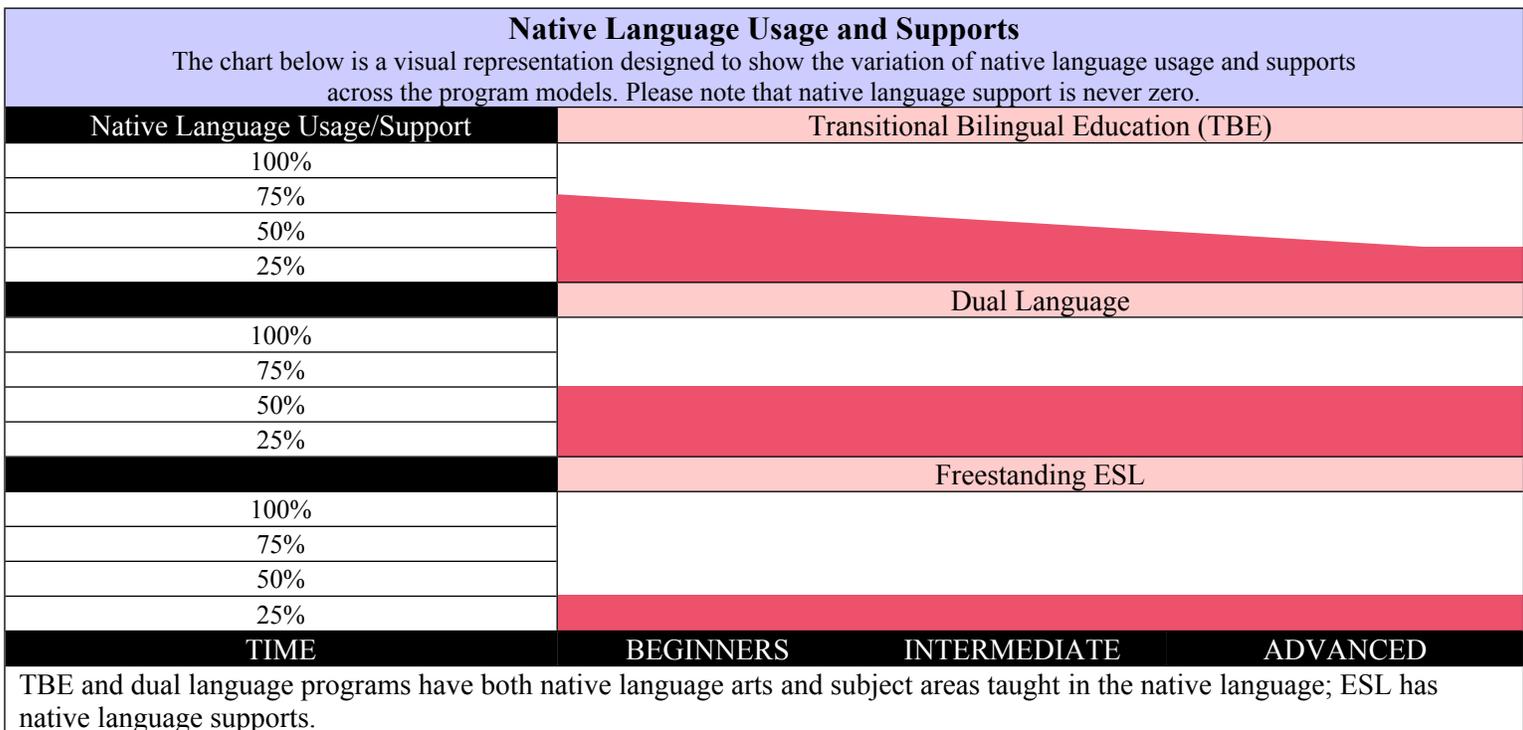
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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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



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?

Interventions at MVA are not "targeted"; all ELLs, regardless of their subgroup, are expected to complete five portfolios (in ELA, Global History, Math, Globalization, and Physics) and graduate with a Regents diploma. ELLs are given appropriate support in each content area.

B. Programming and Scheduling Information--Continued

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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.

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

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E. Parental Involvement

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

The families of ELLs at MVA are included in the school community through MVA's monthly Parent-Teacher Association meetings; school information that is accessible on the school website, regular contact between advisors and parents; and translated material sent home in high-incidence languages. Parents who attend PTA meetings are made aware of issues affecting performance and allowed to bring to the floor problems they have been encountering, and all in the presence of the principal and one teacher representative. Moreover, parents are in constant contact with their student's advisor, who then can bring problems up with the ESL teacher (and often the ESL teacher is the student's advisor).

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)													1	1
Advanced (A)										6	2	3	3	14
Total	0	0	0	0	0	0	0	0	0	6	2	3	4	15

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1	5	0	0	6
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			1		6				7
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	1		5				1		7
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	4		2	
Integrated Algebra	2		2	
Geometry	2		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science	2		2	
Living Environment	4		4	
Physics				
Global History and Geography	4		3	
US History and Government	3		4	
Foreign Language	54			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Ultimately, the assessment that matters for the ELLs is the Regents--particularly those required to get an Advanced Regents Diploma. Teachers use ongoing assessment, diagnostics, and predictives based on actual Regents material, which obviously is mostly grounded in reading and writing (and listening comprehension for the ELA Regents, which is practiced in the 9th and 10th grades as well). In addition,

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M439 **School Name:** Manhattan Village Academy

Cluster: One **Network:** 308

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.

An analysis of the school data reflects that the biggest need in translation service is in Spanish. Approximately 64 percent of our student population is of Spanish origin. Second, some Chinese translation/interpretation is necessary. Also the Home Language Survey is reviewed to assess for needs and follow-ups.

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

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

Part B: Strategies and Activities

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

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

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

In general, the Office Staff manage translation/interpretation needs. Parent volunteers do some translation when necessary, too. In addition, we use very responsible students to translate/interpret in specific cases where a non-English speaking parent need to be contacted.

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

- Letters will be translated in a timely fashion.
- Parents will be contacted in their non-English language as necessary.
- The school will continue to make use of Regional translation services as well as the Dept. of Education's translation unit in languages where no in-school services are available.