



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MANHATTAN ACADEMY FOR ARTS AND LANGUAGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M427

PRINCIPAL: SIV BOLETSIS **EMAIL:** SBOLETS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL C. BRADBURY

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
Siv Boletsis	*Principal or Designee	
John Pilios	*UFT Chapter Leader or Designee	
Maria Medrano	*PA/PTA President or Designated Co-President	
Lourdes Maldonado	DC 37 Representative, if applicable	
Ariful Islam Angelys Cuello	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Deyanira Bonilla	Member/Parent	
Miguel Febriel	Member/Parent	
Adalinda Quintero	Member/Parent	
Robert Dwyer	Member/Teacher	
Tara Delgado	Member/Teacher	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

To improve instructional effectiveness for 100% of the teachers so that all categories of ELLs can be supported by June 2013.

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.

As a new ELL school, our students are predominantly “over-the-counter” entrants to our school system arriving from various countries and various educational settings. Our data indicates that 50% of students are “over-the-counter” and, as such, require highly specific support to develop their language skills and acquisition. Because our students possess such a diverse range of skills (Students with Interrupted Formal Education and students with low literacy to high literacy) teachers at Manhattan Academy for Arts and Language are expected to implement a broad range of instructional strategies. As a school, we understand the importance of regularly scheduled professional development and common meeting times in supporting teachers’ instructional efforts. Having conducted 40 observations, we have determined that our teaching faculty would benefit from ongoing support in the following areas:

- Differentiated instruction
- Project-based instruction
- Literacy support across the content areas

As such, we have agreed to participate, with our CFN, in the next cycle of Teacher Effectiveness training, which we understand is designed to strengthen teaching practices, instructional planning, and assessment protocols.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Teachers will meet during a common period to be professionally developed on delivering quality differentiated instruction and supporting all categories of ELLs (including students with disabilities) to meet the Common Core Standards.
- A literacy consultant will meet with teachers to assist them with strategies and methodologies on how to identify and support literacy development.
- Administration will set goals with teachers’ input after assessing student/teacher needs.
- Charlotte Danielson’s Framework for Teaching will be used as a means of professionally developing the teachers.
- Participation in at least one cycle of the citywide Teacher Effectiveness PD with our CFN (CFN 405).
- These strategies/activities will be implemented beginning September 2012 to June 2013. Monthly consultations with literacy consultant combined with regular observations with classroom practice to determine impact and additional needs.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

A Parent Coordinator was hired this year who offers parents a variety of workshops and conferences of interest to them (such as “Father’s Involvement in their Child’s Education”, “Balancing Work and Child”, “Using ARIS” and “Preparing a Resume.” Families are encouraged and invited to attend various school gatherings including performances, student recognition ceremonies and college trips.

In the course of these activities, the Parent Coordinator collects personal family information regarding home language, English language development, educational experience and expectations. This data is used to inform instruction and to support students in making the transition from a previous educational setting.

Budget and resources alignment

- Indicate your school’s Title I status: xSchool Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA x Title III x Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The following partners assist the school in achieving its goals: Urban Arts Partnership, Manhattan Theater Club, NY Philharmonic, Center for Educational Options, Tribeca Film Institute, Hunter College and CFN 405.

- Urban Arts Partnership, Manhattan Theater Club, Tribeca Film Institute and NY Philharmonic provide direct service to students but also collaborate with teachers on how to use the arts as a vehicle for literacy development.
- Hunter College creates a collaborative partnership between mentor teachers and student teachers that brings current instructional practices to the classroom and consolidates mentor/teacher practice.
- Center for Educational Options provides teachers with professional development on identifying literacy issues and strategies for supporting literacy needs.
- The CFN will provide a cycle of training that is a turn-key model in the various content areas.

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.

A minimum of two units of instruction will be aligned to the Common Core Standards across subject areas by June 2013.

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.

Current regents results, current scholarship data, teacher observation and analysis of student work indicated a need for an interdisciplinary approach to the implementation of the Common Core Learning Standards. In addition, an in-depth review of curriculum across the content areas informed the need for ongoing alignment.

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) key personnel 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.
- Teachers will meet during common planning time to plan lessons and create rigorous curriculum that is aligned to the Common Core Standards.
- Ongoing assessments will take place across the disciplines to determine individual student goals.
- Teachers will keep student portfolios and track individual student progress.
- Professional development will be provided by the CFN on meeting the Common Core Standards in which all content areas will be represented.
- Professional development will be provided by the Center for Educational Options that trains teachers on how to differentiate instruction that meets the needs of all learners.
- A Saturday program will be implemented with the goal of improving academic performance and content knowledge, as well as, a SIFE program that will build literacy in the native language.
- These steps will be implemented beginning September 2012 to June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Information sessions are planned for parents in which the Common Core Standards are explained and discussed. Parents are invited to attend these sessions through written invitations, announcements and phone calls. When parents are informed, they can support as partners in the implementation of the CCLS.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Center for Educational Options helps to achieve this goal by providing teachers with professional development one day per week on aligning instruction to the CCLS. Principal-led workshops on aligning the curriculum to the CCLS also support this goal.

Teachers are sent to CCLS workshops offered by the CFN. The information is shared with the staff at the school during teacher team meetings.

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

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

100% of targeted student group data will be analyzed to adjust teacher and organizational planning by June 2013.

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.

Based on a review of scholarship data and teacher analysis of student work, the inquiry team identified a targeted group of students representative of the various categories of ELLs. The findings indicated a need for more effective transfer of student data from teacher to teacher across 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) key personnel 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.
- Student work will be compiled in portfolio form across the disciplines and progress will be analyzed.
- Professional development will be offered on creating and accessing assessments, analyzing data to determine students' mastery of skills.
- Inquiry teams will record data that will be used to meet students' needs and decisions will be made with teachers and administration on new programs.

This goal will be implemented beginning September 2012 to June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Families are invited to attend information sessions on new programs offered at the school, as well as, individual conferences on student progress. Educating parents is important so they can participate as partners.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The Center for Educational Options assists teachers with identifying student needs, analyzing student data and recommending strategies for improvement.

Urban Arts Partnership and Tribeca Film Institute assist with tracking a group of students who receive arts integrated instruction during their school day and the impact that has on academic growth.

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 #4

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

100 % of students identified as “at-risk” will be provided with a system of socio-emotional support by June 2013.

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.

A review of disciplinary incidents, guidance interventions and mediations, poor attendance data, mental health concerns, and poor scholarship data all indicated that socio-emotional needs are interfering with academic performance.

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) key personnel 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.
- Two part-time social worker interns from Hunter College will assist us in providing counseling for our students, personal and academic goal setting and support for college readiness.
- During the school day, mandated counseling will be provided for students with/without an IEP by the guidance counselor and guidance counselor interns with a focus on improving academic performance.
- The school guidance team meets monthly with teacher teams to collaborate on the development of individual student academic goals.
- I-Connect, offered by Urban Arts Partnership, will assist the school by training mentors (11th grade students) to buddy with 9th grade students. The training will be provided by a licensed social worker.
- Bellevue Clinic will provide counseling to our students by licensed social workers.
- This will be implemented beginning September 2012 to June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Families are informed about programs that can assist them with the socio-emotional needs of their children at PTA conferences and via the Parent Coordinator.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

I-Connect, offered by Urban Arts Partnership, will assist the school by training mentors (20 former at-risk 11th grade students) to buddy with 20 current at-risk 9th grade students. Mentors and mentees will engage in a system of socio-emotional support that will yield improved academic performance. The training will be provided by a licensed social worker.

ANNUAL GOAL #5 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.

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.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Project-based instruction Arts-integrated instruction	tutoring	After school
Mathematics	Differentiated instruction Use of visuals	tutoring	Before/after school
Science	Project-based instruction	tutoring	After school/during the school day
Social Studies	Repeated readings Project-based instruction Arts-integrated instruction	tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by the Guidance Team I-Connect Buddy System	Small group One-to-one	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The school has access to the Teacher Finder in order to identify highly-qualified teachers. In addition, colleges and universities are often asked to recommend teacher candidates. Once hired, teachers are asked to become highly qualified by obtaining their bilingual extensions or other licenses necessary for their positions. Professional development is highly regarded at the school and teachers are encouraged to attend sessions in and out of the school so that they become highly qualified.

Title I School Parental Involvement Policy (PIP)

Parental involvement always has been a centerpiece of Title I. In support of strengthening student academic achievement, each school that receives Title 1, Part A funds must develop jointly with, agree on, and distribute to, parents of participating children a written parental involvement policy. The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including an ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- That other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement). *[Section 9101(32), ESEA.]*

1. Parental Involvement Policy

Manhattan Academy for Arts and Language is committed to working collaboratively with parents and guardians of our students to support learning and maximizing our students' achievements. We believe that parents and guardians who are involved have children who do better in their classes, attend school regularly, graduate and go on to post secondary education and are more respectful members of the community. We welcome parental involvement through many different forms of participation

2. Parental Involvement Opportunities

Parents and guardians are provided a variety of different channels in order to provide support for their children. Activities are scheduled during evening hours in order to better accommodate parents/guardians. The following are ways parental involvement is encouraged:

- **Parent Teacher Conferences in October and March.**
- **Assemblies and Special Activities (Winter Pot Luck, Multicultural Performance, Food Drive etc...).**
- **School Leadership Team meetings (monthly).**
- **Parent Teacher Association meetings (monthly).**
- **On-going outreach and communication through phone calls, letters and conferences.**
- **Encourage parental/guardian involvement through volunteering in the classroom, projects and activities.**
- **Information sessions.**
- **College visits and school trips.**

- **Parent workshops.**

3. Parental Information Distribution

- **Letters and phone calls are made informing parents/guardians of school events and opportunities for collaboration.**
- **Flyers and brochures are backpacked home to share with parents/guardians.**
- **PTA and Parent Teacher Conferences.**
- **School Website.**

4. Parental Decision Making

- **School Leadership Team (SLT).**
- **Parent Teacher Association (PTA).**

SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Manhattan Academy for Arts and Language will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the New York State Standards and graduation requirements.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement, specifically, those conferences held in October and March.
3. Provide parents reports on their children's progress: 3 reports during the Fall semester, 3 reports during the Spring semester.
4. Provide parents reasonable access to staff through phone calls and conferences.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

The ways in which parents will support their children's learning:

- Monitoring my child's attendance.
- Making sure that my child is prepared and on time for school every day.
- Ensuring that homework is completed.
- Ensuring that the uniform is worn.
- Monitoring the amount of television being watched.
- Participating, as appropriate, in decisions relating to my child's education
- Ensuring that my child reads for at least 30 minutes every day.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Communicating positive values and characters traits, such as respect, hard work and responsibility.

- Expressing high expectations and offering praise and encouragement for academic and community achievement.

Student Responsibilities

I, as student, will share the responsibility to improve my academic achievement and achieve the state’s high standards. Specifically, I will:

The ways in which each student will support their academic achievement:

- Come to school every day ready to do my personal best and be my personal best.
- Follow the school uniform dress code.
- Do my homework every day and ask for help when I need it.
- Study for exams and assignments.
- Participate in class.
- Read for at least 30 minutes a day outside of school time.
- Be honest and respectful
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Student

Date

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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/W. Bonner	District 02	Borough Manhattan	School Number 427
School Name Manhattan Academy for Arts and Language			

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

Principal Siv Boletsis	Assistant Principal Pearla Bergfeld
Coach N/A	Coach N/A
ESL Teacher Robert Dwyer/ESL/ELA	Guidance Counselor Katherine Rojas
Teacher/Subject Area Yurkis Mercedes/Spanish	Parent Raul Trinidad
Teacher/Subject Area Vicente Rodriguez/Mathematics	Parent Coordinator N/A
Related Service Provider N/A	Other
Network Leader William Bonner	Other N/A

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	3	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
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	180	Total Number of ELLs	167	ELLs as share of total student population (%)	92.78%
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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. 

PART II: ELL IDENTIFICATION PROCESS

1. The steps for the initial identification process of ELLs are as follows:

Upon arrival, the child and the guardian/family member is escorted to the guidance counselor, who determines if the student is an over-the-counter student, a list-noticed student or a transfer from another school. The ESL teacher and guidance counselor interview the family and take notes regarding the student's background, place and date of birth, previous schooling, etc. If the child is an over-the-counter student from another country, a Home Language Survey is given (in the family's language) and explained to the family member. A parent option letter, also in the family's native language, is given to the family and explained. During orientation or the initial interview, the family views a DVD prepared by the Department of Education that examines in detail the various ELL programs available for the student and different aspects of each program. The ESL teacher further explains the two programs that are available at our school, Freestanding ESL and Transitional Bilingual in Spanish. The family chooses the best possible option for the incoming student. This communication takes place in the family's native language (if possible). The family then chooses the best program for the child. If at the end of the semester the parent wishes to change this program, the school makes such change for the following semester.

An in-house placement exam that tests all four modalities in English and in the student's native language is given to the student and is administered by the ESL teacher. The Native Language teacher also interviews the student and assesses the in-house examination. The student is administered the LAB-R within ten days of his arrival. The Spanish LAB is also administered to any student who is eligible, as per the Home Language Survey.

A student on list notice is invited to orientation prior to the beginning of the semester. If the student misses this orientation the student reports to the ESL teacher/coordinator for the correct placement in an ESL class, and if appropriate, the correct NLA class.

The teacher who is responsible for the intake process is a licensed ESL teacher and speaks Spanish. She has been trained in the intake process. There is also a licensed French teacher and a licensed Spanish teacher on call as needed.

Prior to the NYSESLAT being administered, an ATS report is run to determine NYSESLAT eligibility. Because this is an ELL school, most students are eligible to take the NYSESLAT unless they have exited previously. The school administers all components of the NYSESLAT to all ELL students who are eligible. A checklist of the ELLs and the components of the test is updated daily until all eligible students have taken the exam. If a student is absent, a make-up date is set so that there is full participation on the NYSESLAT. When the NYSESLAT scores are received, they are reviewed as soon as they are received (which is usually at the end of the summer) and shared with teachers. The NYSESLAT is one of the tools that ensures proper placement of the English Language Learners. In addition, it ensures that the ELL is being provided with the right amount of minutes in ESL/ELA and NLA instruction. Any student scoring, "Proficient" on the NYSESLAT is transferred into a mainstream English class. A transitional English class is offered if the student is not ready to move into a mainstream English program. Each content area teacher receives the scores of the students in her class and is therefore able to evaluate each student by modality and differentiate his/her lessons accordingly.

2. An ESL teacher explains the three programs (TBE, Dual Language and Freestanding ESL) to the parents and shows them a DVD. The ESL teacher answers questions regarding these programs and informs the parents of the two programs that the school offers: Freestanding ESL and TBE in Spanish. The DVD, created by the Department of Education, is available in various languages. In case the language of the family is not available, the Translation Unit is notified and asked to translate in order to ensure the family understands the programs. The family is invited to Orientation meetings, as well as, information gatherings where the programs are discussed as well as other valuable information regarding the student's education. The meetings take place on an ongoing basis year round.

3. Entitlement letters are prepared by the ESL teacher and given (mailed) to the families. Entitlement letters are maintained at the school in the ELL file. Translated letters provided by the Office of ELLs are also available. During orientation and the initial interview, families are provided with Parent Surveys and Program Selection forms. These forms are collected the same day. The importance of the timely return of these letters is stressed during family meetings. This communication takes place in the family's native language.

4. The placement of ELLs in a bilingual or ESL instructional programs is solely the choice of the family member/parent. Once the choice is made, the child is placed in the preferred program. The placement is shared with the parent and the placement letters are placed in a file at the school. Entitlement letters that are given to parents and are on file at the school. Placement information is shared with the parents in their native language.

In our new ELL school, we have more than twenty students in the 9th grade who speak Spanish and whose parents have chosen Transitional Bilingual Program for their children. Therefore, we offer a TBE program in Spanish. In addition, we offer a Freestanding ESL Program for the students whose families selected it. Communication with family members is provided in their native language.

5. After reviewing the Parent Survey and Parent Selection forms for last year and the beginning of this year, 45 out of 108 students opted for Transitional Bilingual last year while 35 out of 70 students opted for Transitional Bilingual this year.

6. The program models offered at this new ELL school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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										6	7			13

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										7	7			14
Push-In														0
Total	0	0	0	0	0	0	0	0	0	13	14	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	167	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	13
SIFE	29	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

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	92	17	2			1				92
Dual Language										0
ESL			1		9	2		11	2	0
Total	92	17	3	0	9	3	0	11	2	92

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										70	45			115
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	0	70	45	0	0	115								

**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: ____
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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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										15	16			31
Chinese										1				1
Russian														0
Bengali										2	4			6
Urdu														0
Arabic										5	2			7
Haitian														0
French										1	4			5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	24	26	0	0	50								

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?

A. Programming and Scheduling Information

1. Instruction is delivered in four self-contained homogeneous blocks and four self-contained heterogeneous blocks. Native Language Arts is part of the block. (At this time, because the school is new, we only have 9th and 10th grade students). We offer two beginner level self-contained TBE blocks in Spanish, two intermediate self-contained TBE blocks in Spanish, two beginner/intermediate Freestanding ESL

A. Programming and Scheduling Information

blocks, and one advanced level ESL block, and one mainstream ELA block.

2. The organization of the ESL and NLA courses are designed to meet the mandated number of units of support in ESL and NLA. The class periods are 45 minutes each; the beginner level ESL classes are double periods and meet daily. All ESL classes are followed by an ELA class. The NLA classes meet daily for 45 minutes each day. We are in full compliance of CR Part 154 Regulations and actually exceed the required number of minutes.

3. The Transitional Bilingual Program consists of bilingual licensed teachers who are trained in the LAP and ESL methodologies and strategies. Teachers transition the students from Spanish to English, as per the Language Allocation Policy, 70-30, 60-40, 50-50, 30-70. The NYSESLAT results are shared with the content teachers. The classes are 45 minutes each day (additional minutes for LAB in Science). The teachers follow the NLA usage/support as recommended by the Chancellor's Regulations. For ESL students in the mainstream content areas, the teacher is trained in ESL strategies and methodologies and received a copy of the NYSESLAT scores for each course. Bilingual glossaries are available for the students. All teachers attend professional development provided by the Office of ELLs and BETAC in order to learn how to best meet the needs of the students.

Instruction is differentiated to appeal to the various learning styles. Visuals, graphic organizers and varied questioning techniques are implemented.

4. ELLs are evaluated by the Native Language Arts teachers first by an in-house placement examination and then by the Spanish LAB.
5. a) For SIFE ELLs, instruction is differentiated and scaffolding techniques are used in the classroom. The teachers have been trained in Q-TEL and implement the scaffolding techniques learned in their daily instruction. Because SIFE ELLs show more progress with hands-on activities, the teachers plan lessons that are project-based. Visuals and graphic organizers are used to support the SIFE ELLs. Picture dictionaries and bilingual glossaries are available in the classrooms. In addition, after school tutoring programs are available to all students for additional support. The educational paraprofessional further assists SIFE who are struggling and uses extra material provided by the teacher to improve comprehension. Teachers meet regularly with the literacy consultant to identify the literacy skills of students and then to help them progress. The native language is used to support the learning. All teachers meet during weekly common planning time to track progress of the SIFE ELLs.

For newcomers, the teachers provide hands-on, student-centered instruction with visuals, graphic organizers, film, and music. Routines and repetition are vital to this level, as well as, the support of the native language. An educational paraprofessional assists students in the classroom. Instruction is differentiated and scaffolding techniques are used in the classroom. Classroom materials include picture dictionaries to assist with comprehension. After-school tutoring is available for the newcomers.

The Long Term ELLs will thrive from an interactive software program called Achieve 3000 that improves their reading level and prepares them for the ELA Regents. The program assists the teacher in differentiating instruction by allowing each student to access the non-fiction article via the web to their individualized reading level. The implementation of the arts in the curriculum for Long Term ELLs motivates and contributes to their academic growth.

Special Needs ELLs are programmed in CTT classes. A Special Education teacher pushes-in to their daily classes. Special Needs students are also recommended to attend after-school programs that can further assist with any difficulties.

All students are invited to take part in the tutoring programs offered by the teachers, during and after school. All sessions include native language support.

6. The teachers use grade-level materials to teach content. The students have grade-level textbooks. The teachers differentiate instruction to supplement textbooks. Teachers use visuals via technology, as well as, realia and props in their classrooms to ensure comprehension and knowledge of academic language and content. Achieve 3000, interactive software, is used to improve the reading levels of the ELLs. Bilingual glossaries and graphic organizers contribute to the comprehension of content. A special needs teacher pushes in to ICT classes and supports the ELLs who have an IEP. The IEP is shared with all the teachers and measures are taken to meet the needs of the student.

7. Our ELL school is designed and organized to meet the needs of all categories of ELLs. Teachers plan lessons and write curriculum during common planning time that specifically target the diverse needs of our ELLs. Teachers are trained in ESL methodologies and strategies.

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
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

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)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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. Scholarship/assessment data is analyzed during common planning time. Teachers make recommendations for interventions such as tutoring. NYSESLAT data is analyzed using ATS reports. The four modalities (speaking, listening, reading and writing) are analyzed and students are recommended for after-school tutoring. Teachers use this data to differentiate instruction. All students (this is a school for ELLs) are invited and strongly encouraged to attend tutoring in ELA, Math and other content areas during and after school; family outreach is made regarding students' progress. A major intervention is the implementation of the arts in the curriculum, across the disciplines, which has proven to be a successful strategy to improve academic performance (based on previous scholarship/progress reports). The use of music, drawing, film and theater, for example, is used as a vehicle for better comprehension and learning which yields better academic performance. The native language is used to support students in their ELA, Math and content area classes and after school programs. After school programs such as the drama club, the leadershipcommunity service and the debate team are intervention tools that support the needs of our students and guide them towards a successful future.

The implementation of technology, as in the use of the livescribe pen, is used as an intervention tool that supports learning. Achieve 3000, an interactive software program, is used to build literacy and improve reading and language skills.

9. Students who reach proficiency on the NYSESLAT will be offered transitional support if they need it. A transitional ESL class will be created for those students. (Because this is a new school, they will be part of the advanced level – ESL class). The teacher will be informed so that she may differentiate instruction. In addition, students will be offered (for two years) test accommodations such as extended time and the use of bilingual glossaries.

10. This is a new ELL school that just opened last September. Its progress will be monitored on an ongoing basis by the staff, during team meetings. Data will be analyzed. If changes need to be made for improvement, they will be considered, discussed and implemented.

11. There will be no community service program during the day at this time; it will resume when the students are juniors.

12. Being that this school is a school for ELLs, all students are invited and take part in our programs. Information for all our programs is discussed in the various languages of our students. Flyers are translated in the languages of our students and shared with the students and their families. The entire school program is for ELLs.

After-school tutoring, Spanish Club, Debate Team, Music Club are some of the programs that are offered to ELLs. In addition, a supplementary ELA Regents Prep. class is offered during the day in addition to their regular schedule. The after-school programs and supplementary day class are funded by Title III, SIFE and Title I funds. The goal is to ensure that ELLs have the opportunity to progress and pass the Regents to graduate and then to continue at post-secondary institutions.

13. A variety of textbooks, in Spanish/English (for the TBE program) are used. Bilingual glossaries are available in a variety of languages, including Spanish, Arabic, Bengali, French, etc. The school is in the process of ordering a laptop cart, Achieve 3000 (an interactive software program), and bilingual classroom libraries. Currently, we have purchased Rosetta Stone in English for the beginner level and SIFE students.

In addition, the students use the Livescribe pens to support their notetaking and improve their verbal skills. NLA classes use anthologies, novels, film to support Native Language instruction.

14. A Spanish Native Language Arts class is part of the Transitional Bilingual program, as well as, the Free Standing ESL program (for those students whose parents did not choose TBE). The class meets for 45 minutes each day for five days. Authentic material is used such as anthologies, novels and film in the native language class. Native language support is provided when the student needs it in the content area classes, as well as, in ESL classes.

15. All resources support and correspond to ELLs ages and grade levels.

16. Before the beginning of the school year, newly enrolled ELL students are invited for a two-day Orientation; one day is planned with their families and the second day is with the teachers, which includes an arts lesson and a neighborhood walk. During these sessions, the student handbook is reviewed and important points are emphasized. Translation is provided as necessary.

17. At this time, because the school is in its infancy, only Spanish is offered as an elective. In the future, French and/or Chinese may be offered.

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.

D. Professional Development and Support for School Staff

1. A literacy consultant meets with the teachers every week to train teachers in identifying literacy issues and instructional strategies to support students. She is also part of the teacher/inquiry team and meets with teachers every Wednesday during common planning time. Teachers meet daily during common planning time to share instructional plans and discuss student progress. Every Monday, teachers meet to plan curriculum that rolls out the first strand of the Common Core Standards. The NLA teacher is piloting the NLA Curriculum provided by the Office of ELLs and attends the professional development for the pilot. Teachers also attend professional development sessions offered by the CFN and the Office of ELLs. The educational paraprofessional is included in the professional development. At this time, there is no psychologist, no occupational/physical therapist, and no speech therapist. The secretary is invited to professional development that involves communication with ELLs and their families.

In addition, there is professional development that focuses on ELL methodologies and strategies. Being that this is an ELL school and the teachers are bilingual or ESL licensed, they take turns in providing professional development for their colleagues by sharing best practices for ELLs. This includes topics such as "Differentiating Instruction for ELLs" (September); "The Common Core Standards for ELLs" (October); "Using Achieve 3000 in the ELL Classroom" (November); "Identifying Literacy Issues in the ELL Classroom" (December); "Identifying Learning Styles" (January); "Integrating the Arts into the Curriculum" (February); "Strategies for Beginner ELLs" (March); "Tracking ELL Data" (April); "Supporting SIFE ELLs" (May).

2. Before the beginning of the school year, teachers, paraprofessional and guidance counselor are prepared for the new incoming 9th grade students, by attending a variety of workshop sessions on the needs of ELLs. As the year progresses, staff continues to be provided with workshops and training on the needs of ELLs as they transition from one level to the other. The professional development includes in-house conferences, as well as, conferences with the Office of ELLs and other institutions. The guidance counselor is also sent on a variety of conferences regarding the needs of ELLs and then turnkeys the information to our school staff.

3. The minimum 7.5 hours of ELL training for all staff are provided by the Office of ELLs, CFN and in-house professional development by the literacy consultant, the principal and assistant principal. In addition, the school provides meetings and presentations on strategies and methodologies to be used with ELLs. Records are maintained in the main office. Teachers are also provided with copies of agendas.

Paste response to questions 1-3 here

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?

E. Parental Involvement

1. Being that this is an ELL school, all parents are parents of ELLs. At this time, parents/family members were invited to an Orientation Meeting at the school which they attended prior to the beginning of the school year. Parents are invited to PTA meetings and SLT meetings. In addition, parents are invited to information sessions at the school that will keep them up to date regarding school policies, programs, graduation requirements, etc. Because this is an ELL school, there are many occasions that require the presence of ELL parents such as the viewing of the DVD regarding ELL programs. In addition, parents are invited on an ongoing basis to discuss the progress of their children.

Parents/family parents are also invited to school trips such as colleges, culminating activities, festivals and award ceremonies. The school offers ESL and computer classes for the family members in the evenings.

Translation is provided for parents when needed.

2. The school is just establishing relationships with Community Based Organizations such as, Rocking the Boat, Urban Arts Partnership and The Door. Parent workshops are offered for the parents. The information is translated for parents.

3. Because of the belief that parents are partners in the education of their children, the parents are often invited to the school either for meetings, celebrations or to discuss individual student progress. We listen to their needs and respond accordingly. Sometimes they require a workshop from an outside agency, and other times they just want to speak to our guidance counselor. We do all we can if it means improvement in the education of their children. In the upcoming meetings with parents, we will create an evaluation system such as a survey in which parents can formally inform us of their needs or give us feedback about a workshop or school policy.

Translators are available for parents. Forms and surveys are available in the family's native language.

4. The parents need to be informed about their children, their safety and education. At this time, we are providing workshops on "Cyberbullying" and "Gang Awareness" for our parents. Translation is available for parents.

The information gatherings and the other invitations to our school inform parents about testing, graduation requirements and credit accumulation. Also, the invitations to college trips will support parents in making the right decisions for post-secondary planning. Paste response to questions 1-4 here

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)										45	27			72
Intermediate(I)										19	28			47
Advanced (A)										4	5			9
Total	0	0	0	0	0	0	0	0	0	68	60	0	0	128

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										25	21		
	I										17	17		
	A										14	13		
	P										11	7		
READING/ WRITING	B										41	22		
	I										22	33		
	A										4	5		
	P										0	0		

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	7	2	13	2	5		2		31
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	7	1	13		7		2		30
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment			18	14
Physics				
Global History and Geography				
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	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

- 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?

6. Describe how you evaluate the success of your programs for ELLs.

Part V: Assessment Analysis

1. At our new ELL high school, we use several assessment tools to assess literacy skills. Initially, we use our in-house placement examination, LAB-R, Spanish LAB, SIFE Diagnostic and teacher assessments. By administering these assessments, we are able to determine the proficiency level of our students, if our students have literacy issues and identify specific needs. Instruction and curriculum is then modified based on this analysis. Furthermore, the results of the assessments may affect the programming and new classes can be created.

Because we have not yet administered standardized exams in our new school, we have looked at previous exams from the 8th grade in Math, Science and Social Studies. It is evident that more students opted to take the exam in English than the native language. The majority of the students who took the exams in English, scored a "1" or "2." A limited number of students who chose to take the exams in English instead of their native language scored a "3" and a less amount scored a "4." When we administer the Living Environment Regents in June 2011, we will be able to analyze the results more completely and thoroughly.

2. The data patterns on the LAB-R reveal that 50% of our ELLs received a "y" for beginning and 50% received an "x" for intermediate. That means that 50% of the population is coming in with an intermediate level of English.

Because this is a new ELL school serving the 9th grade, we cannot predict data across proficiency levels and grades at this time. Using the 8th grade test results, it is evident that more students opted to take the exams in English rather than their native language and that their scores were mainly "1" and "2."

3. The results of the NYSESLAT are shared with all the teachers (content area, ESL, ELA and NLA) and educational paraprofessional so that they are informed about their students' skills and abilities. This helps with instructional planning and grouping of students and assists teachers with how to differentiate instruction. Intervention is also provided to students to support them in the areas where they are weak (reading/writing) or (listening/speaking). Curriculum is written that meets the needs of the students.

4. a. This is a new ELL school with only the 9th grade having taken one regents. In June 2011, 32 students took the Living Environment Regents. Less than half took it in Spanish and about 60 % took it in English. The students who took it in Spanish were beginner level ESL students. The others fared well considering they were intermediate and advanced level ESL students.

b. The results of the ELL Periodic Assessments are reviewed and used to make instructional decisions, such as how to provide differentiated instruction, how to group the students and what resources to use.

School Leadership uses the results to program classes and hire appropriate personnel.

The students have a native language class period every day. The native language is used to support the learning and comprehension. In the case where there is no teacher who speaks the student's native language, bilingual glossaries are used. In addition, a software program that translates the content for students is available to teachers for students whose language is not spoken at the school.

c. The school uses the Periodic Assessment as an additional diagnostic tool for ELLs. At this time, results show that newcomer ELLs do not perform, as well as, the 4-6 year ELLs and Long Term ELLs.

The Native Language assessment results inform the teachers across the disciplines. The results assist the NLA teacher and the content area teachers in differentiating and planning instruction.

5. N/A

6. We evaluate the success of the ELL program by analyzing NYSESLAT scores, in house assessments, standardized exams, teacher/leader observations, credit accumulation, scholarship and attendance data. Paste response to questions 1-6 here

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: MAAL

School DBN: 02M427

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Siv Boletsis	Principal		1/1/01
Pearla Bergfeld	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Robert Dwyer	ESL Teacher		1/1/01
	Parent		1/1/01
Vicente Rodriguez/Math	Teacher/Subject Area		1/1/01
Yurkis Mercedes/Spanish	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Katherine Rojas	Guidance Counselor		1/1/01

School Name: MAAL

School DBN: 02M427

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
William Bonner	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: 02M427 **School Name:** Manhattan Academy for Arts and Lang

Cluster: 4 **Network:** 405

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.

In addition to a school interview, the HLIS is used to inform the school community as to the school's written translation and oral interpretation needs.

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

The HLIS is reviewed and indicates that 97% of the parents/guardians speak a language other than English. Therefore, translators are provided and letters, forms, surveys are translated into the parent's/guardian's home language. This information is disseminated to the school community during common planning time and faculty and staff meetings. The majority of parents speak a language other than English and are, therefore, unable to take part in discussions at Parents' Association meetings, ELL information gatherings, and other school functions. The majority of parents require correspondence in their native language since they are unable to complete various student information forms in English, and are unable to partake in college information workshops or answer surveys without translation.

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.

All correspondence and information booklets are translated into the parent's/guardian's native language. In addition, after-school workshops are held in which parents have access to material in their native language. At these workshops, information is disseminated about school policies and guidelines, ELL compliance issues, graduation requirements, the college application process, and the various types of programs and assessments. In addition, a handbook is purchased that assists parents with the educational system in the United States, immigration issues, learning English and other information. Translation is provided by in-house staff.

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.

An in-house translator participates in meetings that address the school's academic program, informs parents about approaches to increasing achievement, informs parents about city, state and federal guidelines regarding ELLs.

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

The school has provided parents with the Bill of Rights and Responsibilities in their native language. In addition, the school has posted a sign, in the parents' native language, informing them of the availability of interpretation services. Parents are informed of translation services at Freshman Orientation, Parents Association meetings, at after-school activities and through all written and oral opportunities for communication.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: MAAL	DBN: 02M427
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 268 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

1. A before/after school tutoring program will be offered that will provide students with extra support in the content areas, Math, Science and Social Studies, as well as, ESL and Native Language Arts (Spanish). Each of the 6 teachers will meet twice per week for one hour each to provide one-to-one and group tutoring to our 9th,10th, and 11th grade students. The students' native language will be used when necessary to support second language acquisition.
2. A supplemental ELA Regents Prep. class will be scheduled to prepare students for the ELA Regents Examination. This will be in addition to their mandated ESL and ELA class. Achieve 3000, an interactive software program, is used to improve the students' reading skills.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Through a literacy consultant, Suzanne Marten, from the Center for Educational Options will provide professional development a full day, every week both for the Title III teachers and the content area teachers who have ELL students. She facilitates workshops and conducts on-site professional development on ELL Strategies to support integrating literacy across the disciplines, development of differentiated instruction based on students' needs and strengths, curriculum development that supports the development of reading, writing, speaking and listening skills for the Title III program. In addition, content area teachers will be included with the ELL teachers to support the ELLs in their classrooms.

Through the Title III literacy consultant the teachers will review and examine student work in depth, analyzes and develops instructional implications while aligning work with the Common Core Learning Standards.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parents are invited to monthly Title III information sessions, celebrations of student achievement and college trips. The Title III program welcomes the parents to be partners in their children's education. Parents also attend weekly ESL classes after school while their children attend after school programs. Parents are notified with flyers that are sent home, phone calls and announcements during PTA meetings. The Parent Coordinator meets with parents and keeps them informed about current issues. All materials sent home are translated for the parents as requested by them.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		