



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 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. MARISOL 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
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	
Taisha Pellestier Sabrina Ceballos	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	
Jose Mateo	Member/Parent	
Randy Jaquez	Member/Parent	
Hope Haskes	Member/UFT	
	Member/	
	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**

- To continue aligning our curriculum with the Common Core State Standards by creating new Curriculum Maps and Understanding by Design Units of Study, so that our Students experience Common Core-aligned instruction across subjects.

### **Comprehensive needs assessment**

- In order to implement the Citywide Instructional Expectations for 2012-13 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**

- Conduct Professional Development on the Teacher Effectiveness Program
- Implement the Teacher Effectiveness Program in our school
- Plan and conduct Professional Development on the Common Core State Standards
- Redesign our Portfolios to reflect the Common Core State Standards and the application of the Intellectual Standards to the Elements of Thinking
- 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)
- Student's works will be reviewed and discussed to ensure alignment with the Portfolio and UbD's Templates
- The principal and assistant principal will review all Curriculum Maps and Units of Study to establish alignment with the Common Core State Standards
- 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
- Teachers and administrators will communicate with parents through TeacherEase, 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 by reaching out to parents regarding their children's attendance, academic performance, Academic Intervention Plans, PM School, Saturday Academy, and Small Group Instruction
- 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

### **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**

- 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.

## **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 introduce SAT prep classes in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades to improve our students performance in the SAT Tests and improve their chances to succeed in college, as per our College Readiness Index.

### **Comprehensive needs assessment**

- A careful examination of SAT results for the last 3 years indicates that our students' average score is below the national average. The average for Comprehensive Reading is 490, while the National Average is 496. In math, our students' average is 500, yet the National Average stands at 514. We want to increase our students' performance in both SAT by 2%.

### **Instructional strategies/activities**

- Introduce SAT Prep classes in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades
- In 9<sup>th</sup> Grade, we will introduce reading and writing for the SAT
- In 10<sup>th</sup> Grade we will continue with analytical reading for the SAT class
- In 10<sup>th</sup> Grade, we will introduce a SAT Math Prep class
- In the Spring, students in 11<sup>th</sup> Grade will take a SAT Math and Reading Review class
- Conduct an item analysis of the 2011 SAT tests and use information to drive instruction
- Calendaring SAT Practice Tests and following up with item analysis
- Regular classroom visits and feedback to teachers
- Mid-Year review of the SAT program in early February

### **Strategies to increase parental involvement**

- Providing assistance to parents in understanding The SAT standards and assessments
- Sharing SAT information and related programs and activities with parents in a format, and in languages that they can understand
- Provide information to parents regarding the implementation of the MVA's SAT Program during the Parents Association meetings
- Email the parents regularly informing them of the progress we are making in the implementation of the MVA's SAT Program
- School communication with parents through Teacher-Ease, Emails, Monthly Newsletter: "High School Years," letters, and phone calls

**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**

- 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.

### **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 continue increasing academic rigor by introducing a new Environmental Science Advanced Placement course in 11<sup>th</sup> Grade to complement our Advanced Placement Courses in English, History and Calculus offered in 12<sup>th</sup> Grade.

#### **Comprehensive needs assessment**

- As part of our Five-Year Plan, we are strengthening our curriculum to provide a solid academic foundation, so that our students will have a very good chance for success in college and graduate school. To accomplish this goal, we have to continue increasing academic rigor by offering more college preparatory courses, such as Advanced Placement Courses.

#### **Instructional strategies/activities**

- Training Living Environment teacher on Environmental Science Advanced Placement curriculum and assessment
- Close monitoring of student progress toward mastering the content and skills to succeed in the Environmental Science curriculum
- Calendaring Diagnostic and Predictive Tests
- PM School and Saturday Academy to prepare the students for the Environmental Science Advanced Placement exam at the end of May 2013
- 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)
- Weekly, and Quarterly Review of Progress in November, January, April and June using the AARP Protocol

#### **Strategies to increase parental involvement**

- Providing assistance to parents in understanding the Environmental Science Advanced Placement Program
- Sharing Advanced Placement Program information and related activities with parents in a format, and in languages that they can understand
- Provide information to parents regarding the implementation of the Environmental Science course during the Parents Association meetings
- Email the parents regularly informing them of the progress we are making in the implementation of the Environmental Science course
- Communicating with parents through Teacher-Ease, Emails, Monthly Newsletter: "High School Years," letters, and phone calls

**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.  
  X   Tax Levy   X   Title I        Title IIA        Title III        Grants        Other

If other is selected describe here:

**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.

### **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	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• Credit Recovery</li> <li>• Writing Lab</li> <li>• Repeated Readings</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• Reading Club</li> <li>• STEM Club</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One</li> <li>• Tutoring</li> <li>• Detention</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and After School</li> <li>• Saturdays</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• Credit Recovery</li> <li>• Writing Lab</li> <li>• Repeated Readings</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• Reading Club</li> <li>• STEM Club</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One</li> <li>• Tutoring</li> <li>• Detention</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and After School</li> <li>• Saturdays</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Extra Help</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• Portfolio Revisions</li> <li>• Credit Recovery</li> <li>• Writing Lab</li> <li>• Repeated Readings</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• Reading Club</li> <li>• STEM Club</li> </ul>	<ul style="list-style-type: none"> <li>• more than 10 students per teacher)</li> <li>• One-to- One</li> <li>• Tutoring</li> <li>• Detention</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Before and After School</li> <li>• Saturdays</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• Credit Recovery</li> <li>• Writing Lab</li> <li>• Repeated Readings</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• Reading Club</li> <li>• STEM Club</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One</li> <li>• Tutoring</li> <li>• Detention</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and After School</li> <li>• Saturdays</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Counseling for students and their families</li> <li>• At-Risk Plan</li> <li>• Wake-Up Calls</li> <li>• Lateness and Absence Calls and emails</li> <li>• Guidance Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Counseling</li> <li>• Group Counseling</li> <li>• Outside Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and After School</li> <li>• Saturdays</li> </ul>

### **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.

We will conduct Professional Development twice a month, during our faculty and team meetings. The Professional Development will be planned and conducted by the teachers and the AUSSIE Coach. The first priority of this year Professional Development will be on the Teacher Effectiveness Program (TEP) using the Danielson's Framework. The second priority for our Professional Development will be the Common Core State Standards. As part of the TEP, our Talent Coach will be training the school leaders and the Lead Teachers on using the Danielson's Framework and norming the rubrics. We will be attending Professional Development on the Danielson's Framework-- and practicing with video clips of teaching-- throughout the year offered by the DOE and our CFN.

The AUSSIE Coach and the science, math and ELA specialists from our CFN will work with our teachers in unpacking the Common Core State Standards and designing Understanding by Design Units based on the CCSS. Likewise, our science teachers will participate actively in the Teaching Labs-Professional Development, offered by our CFN. We will continue our Teacher and school inter-visitations to learn and implement effective and engaging practices in the different subject areas.

Our teachers will also attend Professional Development workshops and conferences offered by the New York City Department of Education and other educational institutions and associations, such as Math for America.

Each new teacher in our school will be assigned a highly-qualified and highly effective mentor from our staff. In addition, the Aussie coach and the CFN Specialists will be working with the new teachers and with teachers in need of improving targeted areas, as per the Danielson's Framework.

# *Manhattan Village Academy*

## *School/Parent/Student* ***Contract*** School Year 2012-2013

## **School/Parent/Student Contract**

**This Contract is entered into between Manhattan Village Academy, the School, the Parent, and the Student, effective September 2012. Adherence to this contract will allow us to continue providing the best education to our children.**

### ***Our Responsibilities***

- It is the responsibility of Manhattan Village Academy to provide every student with the highest quality of curriculum and instruction.
- It is the responsibility of Manhattan Village Academy to prepare all the students to graduate with an Advanced Regents Diploma.
- It is the responsibility of Manhattan Village Academy to provide the necessary individual support to enable each student to graduate and attend the best college of his/her choice.
- It is the responsibility of Manhattan Village Academy to help each student with college planning and with other post graduation planning.
- It is the responsibility of Manhattan Village Academy to inform students and parents of the student's academic progress.
- It is the responsibility of Manhattan Village Academy to help each student develop the important Critical Thinking Skills and habits of work and character to succeed in life.
- It is the Teacher's responsibility to prepare students for project presentations, which lead to graduation.
- It is the responsibility of Manhattan Village Academy and each teacher to monitor student attendance, behavior and academic progress.
- It is the responsibility of Manhattan Village Academy and each teacher to update TeacherEase and communicate with parents whenever their students are not fulfilling the academic requirements for the classes.
- It is the responsibility of Manhattan Village Academy to ensure a safe learning environment for all the students.

### ***Parent Responsibilities***

- It is the responsibility of Parents to support and have the students follow all of our school policies and assume full responsibility for the consequences.
- It is the responsibility of Parents to support Manhattan Village Academy's Academic Policy to graduate the students with an Advanced Regents Diploma, so that they will be ready to do college-level work successfully.
- It is the responsibility of Parents to attend Academic Progress Reports and meet with the teachers at least two times a year.
- It is the responsibility of Parents to check TeacherEase on a regular basis to monitor the students' academic progress.
- It is the responsibility of Parents to call the school when the student will be absent or late.
- It is the responsibility of Parents to assist Manhattan Village Academy by providing necessary documents like lunch forms, Blue Cards, immunization records, etc.
- It is the responsibility of Parents to ensure that students come prepared to school and that students have the parental support at home to enable him/her to succeed in school.
- It is the responsibility of Parents to collaborate with the Principal, Assistant Principals, Director of Guidance and Teachers to address the student's behavior difficulties.
- It is the responsibility of Parents to ensure the students understand and abide by The 12 Non-Negotiable Rules and Regulations.
- It is the responsibility of Parents to finance and support the overnight college trip during Sophomore and Junior years (estimated price \$210.00).
- It is the responsibility of Parents to ensure that the students wear their full uniform when they come to school and when they leave from school. Parents also have to impress upon the students that they must follow the uniform policy.

### ***Student Responsibilities***

- It is the responsibility of the Students to follow all of our school policies and assume full responsibility for the consequences.
- It is the responsibility of the Students to be in school on time and ready to learn.
- It is the responsibility of the Students to respect and follow the 12 Non-Negotiable Rules and Regulations and adhere to their Consequences.
- It is the responsibility of the Students to follow Manhattan Village Academy's Academic Policy to graduate with an Advanced Regents Diploma, so that they will be ready to do college-level work successfully.
- It is the responsibility of the Students to be respectful, responsible and reasonable at all times.
- It is the responsibility of the Students not to engage in behaviors that disrupt their own learning, or the learning of others.
- It is the responsibility of the Students to complete all the homework given daily.
- It is the responsibility of the Students to respect all adults in the building and follow their instructions.
- It is the responsibility of the Students to attend the college trips during Sophomore and Junior years.
- It is the responsibility of the Students to wear their full uniform to school and when they leave school. Students are NOT allowed to change in school.
- It is the responsibility of the Students to clean up after themselves at all times, i.e., the cafeteria, clusters, library and other common areas.
- It is the responsibility of the Students to maintain a quiet environment in the school.
- It is the responsibility of the Students to behave appropriately (no cursing, screaming, running around and play-fighting) during dismissal and around the neighborhood.

### ***Parent School Rights and Related Responsibilities***

- Right to a public school education for their children.

- Be given access to information about their child’s performance, educational programs and opportunities available for their child.
- Translation and interpretation services in order to communicate effectively with school officials.
- Responsibility to ensure that their children attend school daily and arrive on time.
- Responsibility to be aware of their child’s progress and to respond to school communications.
- Responsibility to treat all school staff members with respect and courtesy.
- Responsibility to set high expectations for their children and whenever possible to participate in school community programs, associations and activities.
- Parents are expected to attend a minimum of four Parents’ Association Meeting every year.

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

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

We value you as our student and want to thank you and your parents for choosing our school.

HG/  
C: Student’s File

**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 <b>Kathy Pellis</b>	District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>439</b>
School Name <b>Manhattan Village Academy</b>			

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

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

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>425</b>	Total Number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>3.53%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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 9<sup>th</sup> and 10<sup>th</sup> 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										6	2	3	4	15
<b>Push-In</b>														0
<b>Total</b>	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
<b>Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>15</b>

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
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

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
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>11</b>								

## 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

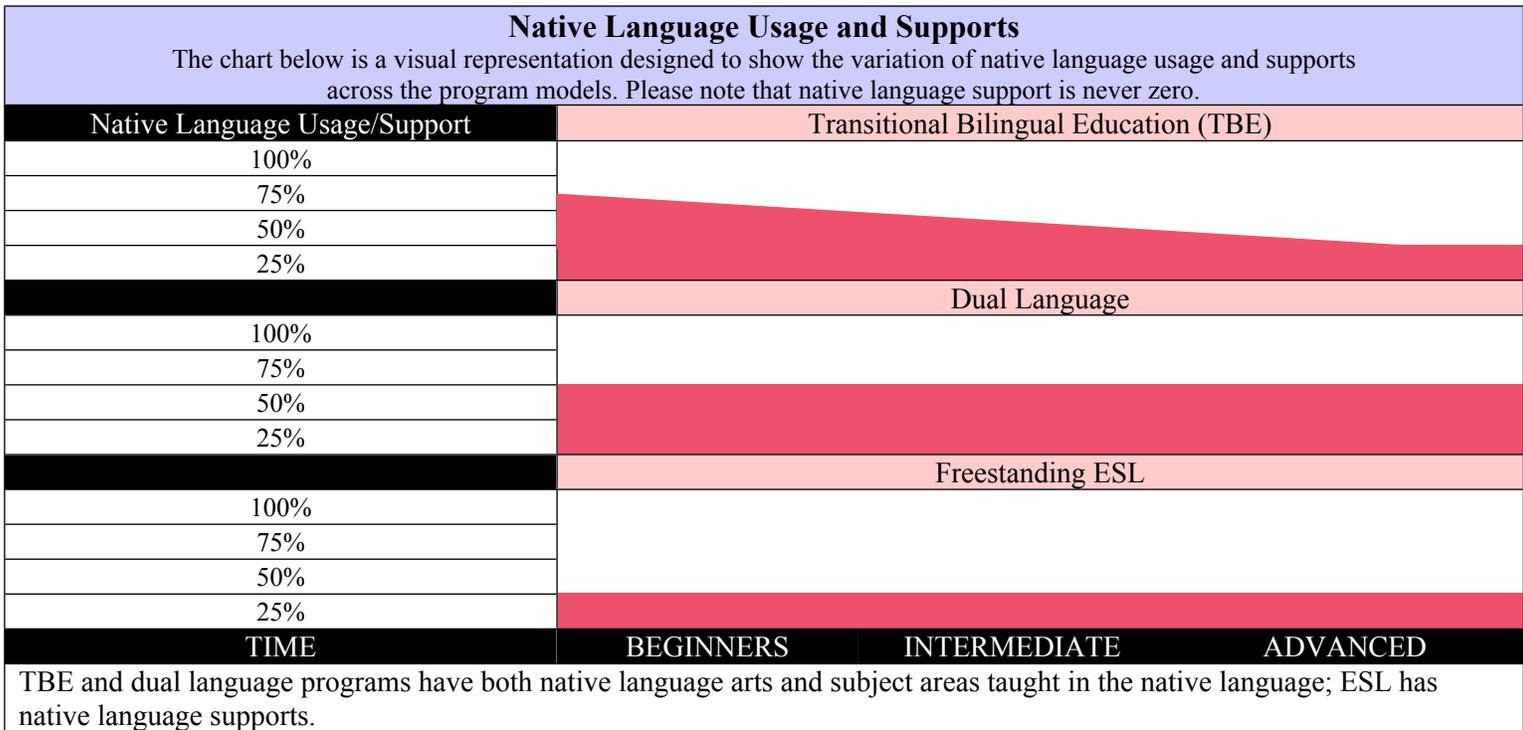
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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, with emphasis on those that have Regents exams (in 9th grade, Integrated Algebra and Earth Science; in 10th grade, Global History, Geometry, and Living Environment; and in 11th grade, in US History, Trigonometry, and ELA) Should a student be an Intermediate or Beginner ELL, they meet with the ESL teacher during their service learning time, after school, and during Saturday Academy. ELLs receive literacy support appropriate for all of these content areas, and actual content support in ELA and Social Studies. F-ELL students who have tested as Proficient on the NYSESLAT exam while at MVA receive the same support as entitled ELLs. ELL students not only have access to support from the ESL teacher, but they also get their own learner dictionaries and accounts on sites such as Visual Thesaurus, with the aim being that students can build literacy skills on their own. All ELL students attend our Summer Bridge enrichment program prior to starting their 9th grade year; transfer students also attend. Students who speak Spanish often take Spanish as an elective, though many opt to take the other language elective, which is Latin. Of last year's graduating cohort, the five students who entered the school as entitled to ESL services graduated with either an Advanced Regents Diploma or Regents Diploma; two of them were still entitled, and both of them graduated with a Regents Diploma and are enrolled in college. In this way, the school feels the ELLs are making the progress expected of all students and therefore will not change the way it programs ELL services until data suggests otherwise.

### 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 differentiated approaches in their teaching that are beneficial to all of our students, regardless of ELL, F-ELL, or non-entitled status.

### 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
	B													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Ultimately, the assessment that matters for the ELLs is the Regents--particularly those required to get an Advanced Regents Diploma. Teachers use ongoing assessment, diagnostics, and predictives based on actual Regents material, which obviously is mostly grounded in reading and writing (and listening comprehension for the ELA Regents, which is practiced in the 9th and 10th grades as well). In addition, ELLs take ACUITY tests to gauge development of reading comprehension and writing skills, as well as Pearson's ongoing assessment, which is geared towards assessing readiness for the NYSESLAT exam. NYSESLAT results are considered when preparing students for the ELA Regents due to the fact that it has a listening component, but otherwise, all assessment considerations are Regents-based. Regardless of an ELL-entitled student's performance on the NYSESLAT, the ESL teacher works with these students on reading comprehension strategies for the Regents exam which vary depending on the subject, as well as writing strategies for essays on the ELA and History Regents. There are no ELLs who are below proficient in the Speaking subcategory, though students do have to defend their portfolios via an oral presentation, and the ESL teacher works with the ELLs in preparing them for these presentations. Through these methods, we are confident in the success of our program. As was mentioned before, last year's graduating cohort contained two entitled ELL students and three more who entered the school in 9<sup>th</sup> grade as entitled ELL students. Two of those students received substantial scholarships at Union College and the College of the Holy Cross; the other three are currently enrolled at 4-year CUNY colleges. The goal of our school is to prepare students, regardless of status, for college, and our ELLs are no different in regards to that outcome.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

**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.