



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MANHATTAN BUSINESS ACADEMY

DBN (i.e. 01M001): 02M392

Principal: KAREN POLSONETTI

Principal Email: KPOLSON@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Karen Polsonetti/Tina Yu	*Principal or Designee	
Gabriel Munoz	*UFT Chapter Leader or Designee	
Tukisha Knox	*PA/PTA President or Designated Co-President	
George Kalimniou	DC 37 Representative, if applicable	
Jordan Knox Frank Fontaino	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Thomas Charropin	Member/ UFT	
Kenrick Small	Member/ UFT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- **By the end of June 2014, Manhattan Business Academy will increase the average school-wide scholarship by 3%**

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.

Although 57% of the students at MBA are passing with a GPA above 80% and 85% are passing with a GPA above 65%, approximately 15% of our students are still failing. This is based upon review of last quarter's scholarship data. In order to increase our graduation rate above the 86% attained by our first graduating class in June of 2013, we must ensure that students are earning credits towards fulfilling their graduation requirements.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Analysis/review of patterns and trends found in scholarship during grade team meetings and weekly Summit meetings in order to develop and implement goals for targeted students. This may include opportunities for students to receive academic intervention services. The school administration reviews student transcripts at the end of each quarter and any students who failed classes and has been identified for academic intervention services will meet weekly with their guidance counselor to discuss progress. In each class, teachers will continue to utilize Engrade so parents, students and advisors have access to real-time grading data.

B. Key personnel and other resources used to implement each strategy/activity

1. A few times a quarter teachers print out Engrade progress reports and missing assignment reports. Advisors meet with their students to discuss progress. At the weekly Summit meetings, grade teams discuss student progress. Advisors also complete online credit trackers as part of their professional responsibilities. They utilize this form to conference with their advisees as well as discuss opportunities to make up credits for failed classes. They identify students who are in need of serious intervention and invite the parent to come in and meet with the whole grade team. During grade team meetings and weekly Summit meetings, lists of targeted students are produced in order to help increase their scholarship through increased tutoring during or after school as well as identify students who are in need of placement into our PM school classes. The administration also reviews report cards and produces a list with interventions each student needs dependent on how many classes they have failed. Goals are established, parents are informed so that progress is tracked. If necessary, some students are placed on daily conduct sheets to enable parents and students to receive daily/weekly feedback about their child's performance.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Periodically, student progress is assessed by reviewing Engrade. Administration and teachers assess whether or not the students have improved and to determine if any additional students require intervention.

D. Timeline for implementation and completion including start and end dates

1. Tutoring takes place on a weekly basis; lists for tutoring are compiled bi-weekly. Lists of targeted students are compiled at the beginning of every new quarter upon review of the previous quarter's report cards. Interventions take place weekly and Engrade reports to measure progress are produced bi-weekly. Additionally, targeted regents tutoring takes place every Saturday in December and January for the January administration of the Regents, as well as in May and June for the June administration.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Involvement in this process will be a part of teachers' circular 6 as grade team meetings take place during their common planning time.
2. Counselors will attend grade team meetings for their respective grades. They will also meet weekly with students who have failed classes in quarter 1 to discuss progress in the current quarter.
3. All advisors and administration members will be responsible for constantly referencing progress reports from Engrade and previous report cards to conference with students

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).

Academic interventions include having the parents of these students whose promotion may be in doubt, meet with guidance counselors and teachers during CPT (grade team meetings). Dependent on the level of intervention, parents are either notified via phone or a conference in person. Advisors complete and update credit trackers every quarter and copies of these trackers are kept on the school's Google Drive. Parent workshops are conducted multiple times during the course of the school year to educate parents about graduation requirements as well as their child's progress towards graduation.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

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

By the end of August 2014 administration of the NYS Regents Examinations; the pass rate in Global History will increase 3% and the pass rate in Mathematics (Integrated Algebra) will increase 3%

Comprehensive Needs Assessment

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

The pass rates of the June 2013 administration of the NYS Regents Examinations are as follows: Global History 68% & Algebra 55%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Targeted Regents preparation is scheduled for Saturdays as each administration of these examinations approaches. Teachers also provide targeted tutoring during and after school based upon Mock Regents results.

B. Key personnel and other resources used to implement each strategy/activity

1. ICT teachers will provide pull out services during the day and General Education teachers will provide small group tutoring to targeted students after school. Many advisors incorporate regents preparation into classwork and homework assignments to reinforce content and skills in preparation for these examinations.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Baseline assessments from the beginning of the year will be used to target students, as well as teachers' formative and summative assessments throughout the year. Teachers will be using formative assessment throughout their sessions to ensure that students are making progress. Summative assessments will also be used to gauge student growth.

D. Timeline for implementation and completion including start and end dates

1. Tutoring during the school day occur throughout the year. After school tutoring and Saturday Regents test preparation is scheduled up to two months in advance of an upcoming administration. The school has hired an additional administrator to supervise instruction as well as to provide professional development. The school will also be hiring an ELA and Math consultant on a per diem basis to assist with the implementation of initiatives to improve student achievement on the existing Regents examinations as well as the new Common core examinations.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A tutoring schedule will be distributed in advisory.
 2. Parents will be notified of tutoring opportunities through the Principals monthly newsletter and advisor phone calls to the homes of students.

3. The tutoring schedule will be posted in the hallway as well as each classroom.
4. Content teachers will conference with students.
5. Grade teams will incorporate writing tasks to assist students in constructed response sections of humanities and science examinations.

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).

When students are identified as needing targeted instruction, parents are informed by content teachers and/or advisors by phone. A notice is also mailed home informing students of these sessions as well as announcements in the Principal's monthly newsletter. Letters are also sent out to parents in order to inform them of the programs taking place.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

To increase the college preparedness of our students and assist in the number of students successfully completing the CCLS Writing task, the students in each grade will attain the following gains in writing assessments by June 2014 as determined by the members of their respective grade teams.

9th grade: On average 50% of the students who received a 0 or 1 in evidence, organization and position will increase to at least a 2 in all three dimensions by June 2014.

This means that 15 of 29 students who scored a 1 will move up to a level 2.

10th grade: All students will increase at least 1 full point to attain a level 3 in organization by June 2014.

11th grade: By June 2014, the student average in evidence will move from a 1.9 to a 3.

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.

Writing goals were produced based on the 2012-2013 DYO results as well as baseline assessments for 2013-2014 school year.

9th grade: On the baseline writing assessment, the percentage of students who scored a 1 in each of the areas of the rubric are as follows: 46.7% in evidence, 31.3% in organization and 44.5% in position).

10th grade: 55 students scored a 1 and 27 scored a 2, this means that 87 students in the 10th grade will move up to a 3. The current average score in the area of organization is 1.4.

11th grade: 29 students scored a 1 in evidence.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Inquiry groups during CPT (grade team meetings) will also be used to gauge whether or not progress is being made and what strategies prove to be the most effective in improving student performance. To assist students in improving writing skills, each teacher, except Mathematics and Physical Education teachers will require students to complete one piece of drafted writing per quarter. Teachers are encouraged to include low stakes writing into their daily lesson plans as well.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers meet with achievement coaches from the network during bi-weekly inquiry groups.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers analyze student work monthly in grade team meetings to identify trends and patterns found in student writing using the CCLS rubric.

D. Timeline for implementation and completion including start and end dates

1. Occurs throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The school has hired a second assistant principal to supervise instruction and provide professional development to teachers, specifically an ELA licensed supervisor.
2. The school will be hiring ELA consultant on a per diem basis.
3. Grade teams will meet to review unit plans and other pertinent curriculum documents to ensure that writing tasks are aligned to CCLS standards.
4. A mid-year assessment will be administered to measure growth utilizing the same rubric used in the baseline writing assessment.
5. Mock regents will be administered in all subjects that have a constructed response section that requires writing.

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).

When students are identified as needing targeted instruction, parents are called home. Letters are also sent out to parents in order to inform them of the programs taking place.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

- By the end of June 2014, the percentage of students/parents accessing/utilizing Engrade to access student grades or correspond with teachers will increase an additional 5%

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.

This goal is intended to support our school wide data sharing initiative. Based on the last parent teacher conference, 419 students (93%) and 112 parents (25%) were identified as having accounts giving them access to Engrade. Returning teachers have existing accounts but new teachers were given access and training at a new teacher orientation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Group training sessions during Advisory, PTA meetings, and parent teacher conferences.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers will direct students during advisory and parents during parent teacher conferences. Counselors and administration will direct parents during PTA.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal will periodically check Engrade to see how many parents and students are signed up to use Engrade. Teacher-student and teacher-parent contact will be needed to measure whether or not Engrade is being used. Periodic questionnaires using Survey Monkey will be sent out to parents and students to gauge whether or not they continue having access or not to Engrade.

D. Timeline for implementation and completion including start and end dates

1. Occurs at several points every month. Teachers are meeting bi-weekly with students and PTA occurs once a month. Instructions are mailed out with report cards.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Laptops must be scheduled for teachers to log on with their students and parents. This will take place at Parent Teacher conferences as well as during monthly parent

- workshops at PTA meetings.
- 2. Notices with access codes will also be mailed home so postage will be required.
- 3. New teacher orientation prior to the return of the staff in September trains staff so that all advisors can provide parents with this information, access to the system and the ability to navigate the system.
- 4. MBA staffs a computer technician who has access to the system and can assist students, parents and teachers who have forgotten their login credentials and need a reset.
- 5. The version of the program we utilize is free of charge so no additional costs are required.

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).

Informational sessions during parent teacher conferences and PTA meetings are provided to parents. Directions are also mailed out to homes periodically.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1.
- B. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- D. Timeline for implementation and completion including start and end dates**
 - 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Drafted writing, reading comprehension for texts of all genres, critical thinking questions in writing based on evidence from texts	Small group tutoring	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
Mathematics	Project based tasks and assessments, constructed response questions, journals	Small group tutoring	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
Science	Journals, laboratory make-ups, critical thinking questions and reading comprehension for science texts, drafted writing	Small group tutoring, lab make- up sessions	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
Social Studies	Drafted writing, reading comprehension for texts of all genres, critical thinking questions in writing based on evidence from texts, document analysis	Small group tutoring	After school for all students in regents bound courses, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counseling, speech, seminars for targeted at-risk male students	Mandated counseling can be in the form of one-on –one sessions or group sessions as mandated by the student’s IEP	School social worker, guidance counselor (2), shared campus SAT team consisting of psychologist, social worker and other service providers such as speech

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment: Each year, the school posts per session opportunities for teachers to apply to join the hiring committee. Once selected, this team of teachers interviews and meets with prospective candidates. Teachers apply to the school through the Open Market Transfer System. If applicants are not found on this system, the teachers and administration reach out to different universities and graduate programs for interested candidates. The first round of interviews is completed on the phone. Thus applicants who may be a good match are invited in for an in-person interview. If the hiring committee feels a candidate is strong, they are invited to do a demonstration lesson for the school's administration. If done at our site, the students are asked to give feedback about the clarity of instruction and input to the selection of faculty members. If the demonstration lesson is done off-site, the administration discusses the lesson at cabinet and makes a hiring decision.

Retention: Teachers are supported in their professional growth through in-house professional development. This includes the following:

- New teacher mentor for all new teacher
- Weekly Summit meetings with targeted professional development
- Common Planning Time Circular 6 professional assignments built into teacher programs
- ISA Institute in June for targeted workshops
- Winter and Summer Faculty Planning Retreats to align curricula and create consensus maps
- Coaching provided by network achievement coaches as well as per diem consultants.

Teachers are required to participate in grade inquiry teams as well as content area teams and advisory teams. Faculty participates in collegial peer observations in an effort to enhance teacher instruction and pedagogy and student achievement. Depending on the needs of the team, specific emphasis may be placed on certain areas of instruction. Additionally, they norm and grade student writing samples and work as a grade team. When warranted, outside opportunities are made available to teachers through ISA, the DOE and other outside organizations. Whenever possible, newer teachers are given the same preparation (classes) for the first three years so they can maximize their growth without the added pressure of developing new curriculum and lessons. Informal and formal observations are supplemented by a mid-year reflection, inviting teachers to play an integral role in the identification of areas of strength and together with the administration, decide on targeted areas for improvement utilizing uniform rubrics. The school formerly utilized Marshall's rubrics, but is now moving toward the use of the Danielson rubric. Prior to the beginning of the new school year, the administration reviews all teacher files to identify specific goals for teachers from the Danielson rubric. An administrator meets with faculty member to discuss the identified areas as well as get teacher input regarding these goals. This conference ends with the selection of an observation model as mandated by the NYCDOE.

Assignments: Teachers are assigned according to state licensure taking in account UFT contract mandates, school budget constraints and student needs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers receive PD weekly on the Common core initiatives in the Weekly Summit. Additionally, the administration and select faculty members attend Common core related workshops so they can turnkey the information to the faculty. These workshops can be NYCDOE related workshops or those offered by outside organizations such as ISA, ASCD and other professional organizations such as SSANYS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As mandated by the DOE, the school has set aside Title I monies to assist students in temporary housing. These funds can be utilized to provide access to instructional supplies that they might otherwise be unable to obtain. This can include graphing calculators, notebooks, binders, etc. Additionally funds can be utilized to pay for enrichment opportunities for all students such as field trips to museums, colleges, etc. where the additional financial costs might put a strain on the families of these students making their participation in these events impossible.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As mandated by the NYCDOE, the principal and the UFT members selected faculty members to meet to discuss the multiple assessment measures. They met and ultimately decided on the default measure that enables the school wide results to be used to measure teacher effectiveness. This is in line with the philosophy of the school that each student be well known and cared for. This collaborative approach encourages all teachers to care about the success of each student in all their classes, not just the subject they teach.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 392
School Name Manhattan Business Academy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Karen Polsonetti	Assistant Principal Tina Yu, Erin Quigley
Coach type here	Coach type here
ESL Teacher Katie Wu, Michael Farrel	Guidance Counselor Jose Vasquez, Nicole Hutchinson
Teacher/Subject Area Gabriel Munoz	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	427	Total number of ELLs	29	ELLs as share of total student population (%)	6.79%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1	1	1	1	4
Pull-out										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	13
SIFE	7	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	18

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	4		5	2	3	18	1	10	29
Total	6	4	0	5	2	3	18	1	10	29

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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										6	7	6	2	21
Chinese													1	1
Russian														0
Bengali												2		2
Urdu														0
Arabic										1	1	1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	0	0	0	0	0	0	0	0	7	10	9	3	29

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2	3			5
Advanced (A)										8	3	2	5	18
Total	0	0	0	0	0	0	0	0	0	10	6	2	5	23

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

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 (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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	15		5	
Geometry	2		2	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	10		2	
Physics				
Global History and Geography	9		3	
US History and Government	4		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At MBA we formally assess students writing and reading ability in the first weeks of school using our DYO assessment. We also assess using the English baseline tests provided by the city. The data has shown that our ELLs still struggle with reading (non-fiction texts especially). The comprehension of text is often associated with a more limited vocabulary. Leadership facilitates professional development centered around using data to inform our instruction. Teachers then use the PD and the data to write unit and lesson plans to support our ELL students and all of our students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that our students are all Intermediate and Advanced on the NYSESLAT test. From this data we know that we need to increase our literacy instruction which is why we our focus for PD is "Writing Across the Curriculum". Our students typically perform well on the listening and speaking, but struggle in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This tells us that we need to focus our instruction on effectively and strategically teaching reading and writing across the curriculum. We work with consultants in content areas and grade teams to support our teachers with differentiating the reading assignments in class. Currently, the tenth grade team works with a consultant to analyze student data associated with writing. Based on the data that is collected on a continuous basis, the team develops and rolls out strategies to use, while they track a group that is reflective of the tenth grade class, which also includes ELLs.
4. For each program, answer the following:
 - a. 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?

4a. Our ELL students are scoring comparable to our General Education students in school wide tests. On the Algebra regents 22% of our ELL students passed the Algebra Exam.

4b. Leadership and teachers meet in content and grade teams to analyze how ELLs perform on periodic assessments in order to see how to better cater to their needs.

4c. Our school uses the periodic assessments as a professional development tool for teachers to modify and adapt their instruction to better support our students. The Periodic Assessments indicate that our ELL students are weak in writing. Students are provided with translated texts and dictionaries in order to support their learning. When necessary, other staff members who speak the same native language of the child are utilized to help assist.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers often differentiate for ELLs by providing translations and scaffolded readings and assignments for students depending on their language development. For example, a teacher who normally gives students a note-taking handout with guiding questions will provide a copy for a beginner that has scaffolded questions and a dictionary or definitions on the side (dependent on their language development).
7. 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?Currently, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
MBA evaluates the success of our ELL program in our Leadership Meetings where the ELL team and the Leadership team reviews the data and creates interventions and strategies to support our ELL students. These intervention strategies include Writing Across the

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. Parents are provided with the Home Language Identification Survey (HLIS) by the Guidance Counselor. HLIS are offered in different languages, however, if the parents are illiterate or speak another language, a translator is sought out. An informal oral interview in English is administered by one of our ESL certified teachers. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is administered by our ESL teacher, Michael Farrell or special education teacher, Gabriel Munoz to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. *aste response to question here:*
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.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents are encouraged to select the program before being told what program is available at our school. MBA is proud to offer Freestanding ESL to conform to the parental choice selections. One of our ESL teachers and one of our guidance counselors explain these programs to parents. If a parent chooses a program that is not available at our school we explain the ways in which we provide additional support for our students through our Freestanding ESL program. If parents chooses a program that is not available at our school,. they are given other alternatives. As our student's ELL needs continue to grow, we anticipate growing the department. This year we have four ESL teachers.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
3. When Entitlement Letters are returned, our Guidance Counselor, Mr. Vasquez, stores them in the student files. We also encourage parents to fill out program selection forms when they are present in the school. Otherwise Mr. Vasquez reaches out to them and seeks their participation and requests the forms be returned.
4. 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.
4. Taking the LAB-R and HLIS into consideration, identified ELL students meet daily with an ESL teacher and are provided with tutoring after school. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MBA provides meetings for parents focused on instructional issues, such as assessments, standards,

promotional policies, and strategies for them to support children’s academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. MBA honors student choice by ensuring that our ELL programs are clearly described and the parent choice is enacted. Parent Choice letters are stored in each child's file in the Guidance Counselor's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 5. In order to administer the NYSESLAT, Mr. Munoz first identifies who the students are that need to take the test. After they have been identified, a schedule is set up. The students are first scheduled to take the speaking portion of the test. The test is administered by Mr. Munoz, Mr. Farrell, and Ms. Wu over the course of two weeks. Students are given with passes that specify the date, time, and room that they are supposed to take the test. Scores are written on copies of the answer sheet. After the speaking portion is administered, the schedule is then posted for the administration of the reading, writing, and listening. These sections are administered between two days. Teachers and students are given copies of the schedule. Passes are also made for students the days of the tests so that they won’t forget when to take the test.

6. 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.) 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. 
 6. This is our 5th year as a school and thus far, 100% of the parents and students opted for our Freestanding English program. Our parents have chosen for their children to be immersed in a free-standing english program which is aligned directly with our program. As MBA grows, we will continue to develop our ESL program to fit the needs of our students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. MBA implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years. The specific goals of MBA's ESL program are:
 - To amplify the literacy and academic skills of ELLs who participate in the program
 - To incorporate recognized and researched based ESL instructional strategies across content subject areas.
 - To give students the skills to perform at city and state grade level in all subject areas
 - a. Organizational models that are implemented include ICT (Integrated Collaborative Teaching), a push in model where our ELL teacher works with our ELA teacher for a double period everyday to support our ESL students' literacy. Our ESL students are also in one self-contained class with our ESL teacher to supplement the work they do in content classes. Through these supports we are able to provide our identified ELLs with a smaller teacher-student ratio and language support.
 - b. The program models that are implemented in our school include block scheduling where the students are heterogeneously separated into strands. Each strand travels together as a group throughout the day in all subject areas. In math the strands get smaller as the strand is divided into a homogenous split.

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

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

2. 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)?
 2. In the Freestanding ESL component we have 36 students. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 500 minutes to 550 minutes a week of English instruction a week including 395 minutes of English instruction with an ESL certified teacher. These students are also taking Native Language Arts in Spanish for 240 minutes a week.
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 foster language development and meet the demands of the Common Core Learning Standards.
 3. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Content teachers meet with our ELL teacher to review instructional strategies that best serve our ELL population. Content teachers use graphic organizers and other strategies to make information clear to our ELL students.
 - To differentiate instruction for ELL students, Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - To differentiate instruction for ELL students, Social Studies teachers scaffold their instruction with visual aids such as maps,

atlases, and illustrations to increase comprehension.

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. In order to ensure that ELLs are properly evaluated in their native language, content area tests are translated and/or ordered in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6

a. MBA's ELL's labeled SIFE are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test. These students also have two teachers in their classes to provide a lower student - teacher ratio to give them more personalized attention.

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

c. MBA ELL's that have received services for 4 - 6 years are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test. We ensure that ever ELL students receives the correct amount of mandated minutes. At MBA ELL students receive more than their mandated minutes.

d. MBA ELL's that have received services for over 6 years are assessed using the NYSESLAT test, the Periodic Assessments, and teachers diagnostic and summative assessments. From there, we create instructional plans for students to increase our ELL's achievement in reading and writing, where they have scored the lowest on the NYSESLAT test.

7. 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. In order to provide access to academic content areas and accelerate English Language development instructional strategies that are implemented by teachers of ELL-SWDs include EXC-ELL, a strategy that focuses on providing students with as many opportunities as possible to interact with new vocabulary. They receive 7 opportunities to interact with new words and text through repetition, official use and student friendly definitions. EXC-ELL can be used throughout all content areas and helps facilitate students' knowledge of content-based material and terms. Students are also provided with vocabulary foldables and word walls are also implemented. Teachers also modify homework assignments and provide definitions of key words with their

assignments. In order to support vocabulary teachers also give students a number of words they need to know on a weekly basis. These words are always words that are necessary for students to understand a particular concept or skill in a particular classroom

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. At MBA we use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment in a few ways. Within scheduling we have allotted time for teachers to be able to provide tutoring for students during the day who might be struggling in math. ELA is also taught in double block periods. Aside from ESL teachers having the ability to pull students out or push in, collaborative teachers are also able to pull students out to create a smaller teacher-student ratio. These options also provide greater flexibility for curricular and instructional flexibility as it allows teachers to re-teach any lessons or go into greater depth and analysis of topics/concepts students might be struggling with.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

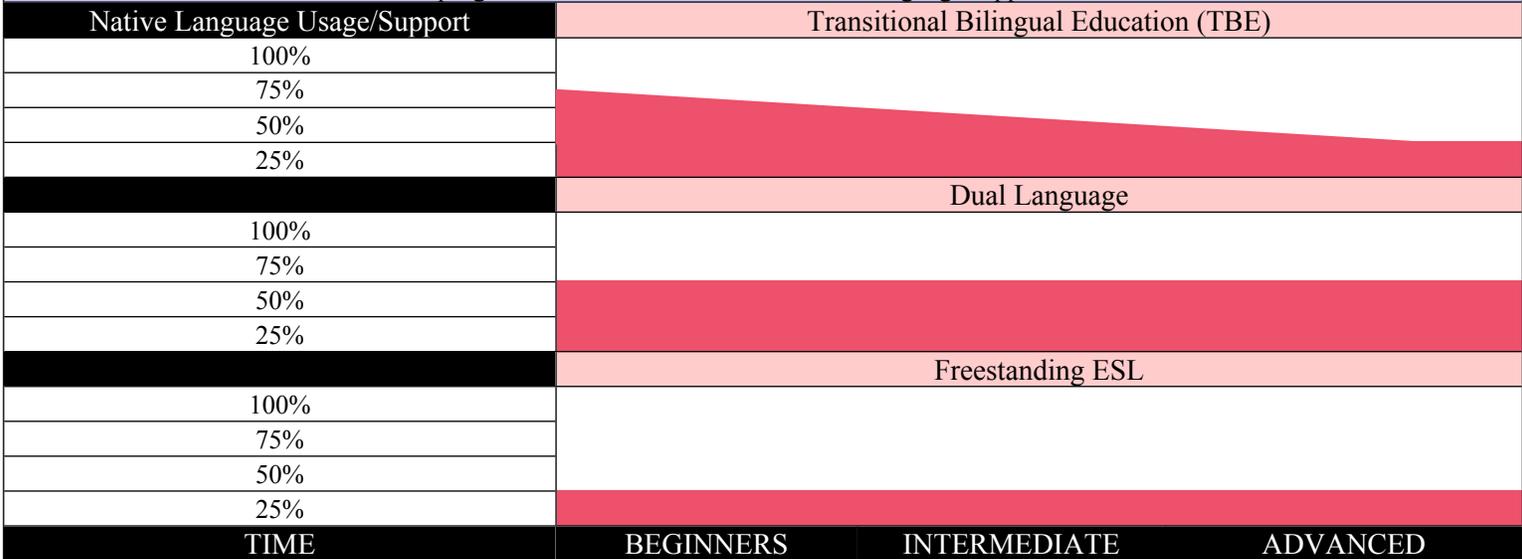
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



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

9. 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. Students receive a double block of English with a push in ELL teacher in the 9th grade. This class is a freestanding immersion ELL class where all students are reading independently for 30 minutes with leveled books. The last hour and a half, teachers target instruction centering around effective reading and writing strategies using scaffolded differentiated lessons. Our 10th grade ELL students have a small instruction class of 12 students four times a week with our ELL teacher. In Math and other content areas, our teacher differentiate their instruction using graphic organizers, visual aids and audio support to assist our ELL students. Students also receive supplementary support in their advisory and in our after school programs when necessary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Students will be supported for two years after reaching proficiency on the NYSESLAT test with targeted tutoring after school.
11. What new programs or improvements will be considered for the upcoming school year?
11. Next year will depend on the size of our ELL population.
12. What programs/services for ELLs will be discontinued and why?
12. None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All of our students, including ELL's, are offered the same opportunities before and after school such as tutoring in different content areas, enrichment programs and after school clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Classes have leveled books for reading in ELA. Content classes scaffold the readings in each class and utilize technology such as the ELMO, the LCD projector and laptops to supplement their instruction. The Elmo is used to support ELL students because teachers are able to visually present material in various ways. They are able to display student work as a model for other students. The LCD projector allows teachers to use both visual and audio methods to differentiate their instruction to make ideas and concepts clearer for our ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. For foreign Language classes students are placed in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. In each grade level, students actually receive more than the required number of minutes in ESL for the multiple levels. In each grade, students receive 2 hours of ESL instruction daily. They receive push in instruction and the ESL teachers are able to work with them individually or in groups. The ESL teachers are also able to plan with content area teachers to help them plan for the needs of ESL students. Instructionally, we also include English translation dictionaries and translated copies of any texts that are exceptionally difficult for students to understand.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. Before the school year begins, activities that are provided to assist newly enrolled ELL students include an orientation where they have the opportunity to meet with the ESL teachers and content area teachers. They are also provided with important vocabulary that they are required to know for the first quarter. This way as they begin the school year they have a working knowledge of vocabulary to help them through the first few months. Throughout the school year teachers employ similar

strategies with vocabulary. Newly enrolled ESL students are also buddied with ESL students who have been with us longer. They also work in the same advisories for social and emotional support as well.

18. What language electives are offered to ELLs?

18. Spanish

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

19. N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. At MBA we have a strong professional development program that focuses on Writing Across the Curriculum for all of our teachers, content teachers, ELL teachers, Special Education teachers, and elective teachers as well as our Guidance Counselor. We focus on all of our ELL students DY0 scores to strategize how to best support our ELL's using reading and writing strategies such as leveled reading, read aloud/think alouds and literacy circles. Our secretary is trained on budget and compliance issues that are required to provide services for our ELL students.

2. Teachers of ELLs are encouraged to attend Professional Development by the Department of Education. They are also given time to plan together and evaluate the needs of the students. They assess the reading and writing needs and evaluate how to better assist students with a focus on the CCLS.

3. ELL's have an advisory program which is a small class of 10 - 12 students that focuses on parent connection, reading and writing. We use our advisory program to support our ELL students in making the transition from middle school to high school. The advisor, which is an ESL certified teacher, supports our ELL students and their parents instructionally as well as organizationally.

4. All staff participate in 2 and a 1/2 hours of professional development weekly to be trained on ELL strategies, literacy, inquiry and lesson planning.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Through our advisory program, all parents are contacted via telephone, email and letters monthly. All parents, including parents of ELL's, are invited to our PTA meetings and other parent activities such as School Fairs, Open Houses, College Visits, etc. Parents of ELL's are communicated with via a translator from the school or an outside resource.
 2. Currently our school does not partner with other community based organizations to provide workshops to ELL parents but we are currently researching possible alternatives.
 3. We use the Home Language Survey to start our assessment of needs. We utilize our advisory program to obtain information and needs of our ELL students and parents to ensure that we meet the needs of students.
 4. We conduct surveys to discover the needs of the parents for our PTA meetings. Paste response to questions 1-4 here

E. 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.

On Mondays, our ESL teachers also provide targeted instruction/tutoring to our ESL students. They are able to help students with any areas they may be deficient in.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M392 School Name: Manhattan Business Academy

Cluster: 4/Groll Network: 404/Byam

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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>.

Title 1 and TL Translation Services monies are set-aside for the payment of per session to staff members who provide translation services; document translation or translation services at face-to face or phone conferences, as well as for the purchase of materials in other languages to support English Language Learners. Outside vendors or phone translation services are utilized when necessary. Important DOE documents are printed in the student's home language automatically on ATS and other documents sent home via backpack/mail according to the HLS.

At PTA meetings, MBA parents provide translation services in Spanish. In certain situations, such as Open Houses, MBA student ambassadors provide translation services for families.

The Global Connect system is also utilized to send phone messages home in both Spanish and English. This will be expanded during the school year to include other languages such as Chinese.

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: Manhattan Business Academy	DBN: 02m392
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During school day
Total # of ELLs to be served:
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 checked="" type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 4
of content area teachers: 8

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: At MBA we believe that our students will be able to succeed when provided the necessary supports both inside and outside of the classroom. It is our goal to provide our ESL population with increased academic support outside the classroom as a supplement to the services we provide during the school day. Teachers are able to provide more academic support coupled with language acquisition skills for the different content areas in English. Students are generally placed by grade level as we have ESL teachers in each grade level that use ESL strategies while helping students access the curriculum. Most of our students who receive services fall between intermediate and advanced, with a much smaller percentage as beginners. However, when placing students we also recognize that our students who have become proficient can also benefit from this increased academic support. During the school day there are three pull out classes led by ESL teachers. These classes are taught 4 times a week for 60 minutes. In the 9th grade class there are 13 students where 3 are Beginners, 8 are Intermediate, and 2 are Advanced. In the 10th grade, there are 14 students; 9 are Intermediate and 5 are Advanced. In the 11th and 12th grade blended class, there are 9 students; 3 are Intermediate, 6 are Advanced. This is not funded by Title III monies, but rather by other allocation categories such as FSF.

The school's supplemental Title III program consists of two major instructional activities that target ELL language development as well as achievement in meeting and surpassing their Regents graduation requirements: After-school small group instruction and Saturday Regents Preparatory classes.

After-school Program: Students will receive small group instruction from content teachers who are certified in their respective discipline: Math, Science, Social Studies and ELA. Two ESL certified teachers to provide support to the students in the development of academic language and vocabulary by pushing in to the classes of the content area teachers. In addition, the ESL teachers will collaboratively plan with the subject area teachers to ensure appropriate infusion of ESL methodologies in the delivery of the lesson. A total of 8 content area teachers will participate in this activity as service providers and will be compensated using other funding sources such as Title I and FSF. this program will run from December 2012-May2013 for a total of 66 sessions of which 40 will be paid with Title III funds and the remainder with FSF or Title I monies. The days of operation are Mondays, Tuesday, and Thursdays from 3:15pm-5:15pm.

Saturday Academy: Students also receive instruction in small group in the Saturday Regents Preparatory Program, which are taught by content area teachers who are certified to teach in their respective disciplines of Math, Science, Social Studies and ELA. Two certified EESL teachers rotate between the classes of the content area teachers to provide English Language support. The program runs for a total of 8 weeks. Four weeks prior to the January and June administration of the NYS Regents examinations. This activity will run for 4 hours per session from 9am-1pm.

Many materials that are used for our supplemental programs are teacher-made, with graphic organizers, but they also implement the use of translation dictionaries provided by the school and the Department of Education website of resources for English Language Learners.

Part B: Direct Instruction Supplemental Program Information

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: Professional Development at MBA is ongoing. We believe in the importance of examining our students' work, especially for our ELL population, to ensure that they are making the necessary connections and transitions to be successful. Collectively we also examine our teaching practices that lend themselves toward greater student achievement and acquisition of the English language. All teachers, regardless content, take part in these endeavours. Generally speaking, professional development, led by our lead teacher Erin Quigley in tandem with our ESL teachers, occurs periodically during our Summit that meets Wednesdays after school. Topics we examine are how to provide effective strategies for language acquisition and the progress of our ELL population which informs changes that we might need to make to our instruction to become more effective educators. However, in order to examine the best teaching practices in regard to English language acquisition, teacher observations are conducted. In this way teachers are able to see what the best practices are as they are being used.

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: In order to help our students be succesful here at MBA we provide multiple opportunities to engage our parents to impact higher learning. Aside from the parent orientation for the ELL identification process we schedule parent-teacher meetings and phone conferences, that occur during grade team meetings and after school for about 20-30 minutes, where parents are able to meet with teachers periodically to discuss the progress of their children. Parents are also invited to partake in end of quarter celebrations and information sessions where they are provided information on where they can access information regarding English classes and personal help. Teachers, both content area and ESL, contribute to facilitating these discussions. Information sessions and parents are notified via telephone and correspondence. When parents need translation services our staff and support staff is able to facilitate this process. On staff, 3 speak Spanish, 2 French, 1 Tagalog, 2 Korean, 1 Mandarin, 2 Russian. We also utilize translation services available by the DOE whenever parent or faculty translators

Part D: Parental Engagement Activities

are not available. This includes, but is not limited to, American sign language, Spanish, and so on.

Part E: Budget

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

Allocation Amount: \$11200

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 	After-school: 2 teacher x 40 sessions x 2-hours x \$50.19= \$8030 Saturday Regents Prep Academy: 2 teacher x 8 sessions x 4 hours x \$50.19=\$3212	Two certified teachers will be paid at teacher per session rate to support ELLS in the classes of content area teachers for 40 2-hour sessions at \$50.19 inclusive of fringe. Two certified ESL teachers will be paid teacher per session rate to support ELLS in the classes of certified content area teachers for 40 4 hour sessions at \$50.19 including fringe.
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)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	11242	Any overage will be coverage by the school by different allocation categories such as FSF and Title I monies.