



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** MANHATTAN ACADEMY FOR ARTS AND LANGUAGE

**DBN (i.e. 01M001):** 02M427

**Principal:** SIV BOLETSIS

**Principal Email:** [SBOLETS@SCHOOLS.NYC.GOV](mailto:SBOLETS@SCHOOLS.NYC.GOV)

**Superintendent:** MARISOL C. BRADBURY

**Network Leader:** MICHAEL MEHMET

### 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
Siv Boletsis	*Principal or Designee	
John Pilios	*UFT Chapter Leader or Designee	
Blanca Lucia Garcia	*PA/PTA President or Designated Co-President	
Lourdes Maldonado	DC 37 Representative, if applicable	
Milenka Rubio; Mohammed Altareb	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nellie Turken	Member/ Paraprofessional	
Robert Dwyer	Member/ Teacher	
Gustavo Rodriguez	Member/ Parent	
Deyanira Bonilla	Member/ Parent	
Wilfredo Bonilla	Member/ Parent	
Tara Delgado	Member/ Teacher	
Adalinda Quintero	Member/ Parent	
	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

To improve instructional effectiveness for 100% of the teachers so that all categories of ELLs can be supported by June 2014.

### **Comprehensive Needs Assessment**

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

As a high school for English Language Learners, our students are predominantly “over-the-counter” entrants to our school system arriving from various countries and various educational settings. Our data indicates that 50% of students are “over-the-counter” and, as such, require highly specific support to develop their language skills and acquisition. Because our students possess such a diverse range of skills (Students with Interrupted Formal Education and students with low literacy) teachers at Manhattan Academy for Arts and Language are expected to implement a broad range of instructional strategies. As a school, we understand the importance of regularly scheduled professional development and common meeting times in supporting teachers’ instructional efforts. Having conducted 48 observations, we have determined that our teaching faculty would benefit from ongoing support in the following areas:

- \*Differentiated Instruction
- \*Literacy support across the content areas
- \*Using questioning techniques that challenge students cognitively.

As such, we have agreed to participate, in the next cycle of Teacher Effectiveness training, which we understand is designed to strengthen teaching practices, instructional planning, and assessment protocols. In addition, our Asst. Principal Supervision and our literacy consultant will plan professional development sessions during Common Planning Time every week.

### **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. Teachers will meet during a common period to be professionally developed on delivering quality differentiated instruction and supporting all categories of ELLs (including ELLs with disabilities) to meet the Common Core Standards. A

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

1. A literacy consultant will meet with teachers to assist them with strategies and methodologies on how to identify and support literacy development. Instructional coaches from the CFN, as well as, the Teacher Effectiveness coach, and the school administrators will assist in implementing each activity.

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

1. 50% of the teachers will be effective or higher in 3b and 3c of the Danielson rubric.

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

Timeline for implementation is August 2013 and end June 2014.

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

1. All teachers meet during common planning time 4 times per week. Teacher leaders attend meetings outside of school to support each goal.

### **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).

A Parent Coordinator was hired who offers parents a variety of workshops and conferences in and out of school, including College Preparation and Financial Aid information, Immigration and Naturalization services, Parental Support workshops, etc.

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

### **Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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.  
 100 % of targeted student group data will be analyzed to adjust teacher and organizational planning by June 2014.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 Based on a review of scholarship data and teacher analysis of student work, the inquiry team identified a targeted group of students representative of the various categories of ELLs. The findings indicated a need for more effective transfer from teacher to teacher across content areas.

**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. Student work will be compiled in portfolio form across the disciplines and progress will be analyzed. Baseline data and shared assessment data will be examined to determine student skill level and plan for suitable instruction.

**B. Key personnel and other resources used to implement each strategy/activity**  
 1. Literacy consultant, school administrators, and teacher leaders will be responsible for examining and analyzing data with staff and its implications.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**  
 1. 100% of teachers will implement plans for targeted students in their daily instruction.

**D. Timeline for implementation and completion including start and end dates**  
 1. This will be implemented beginning September 2013 to June 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1. This activity will take place two times per week during common planning time.

**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).  
 Families are invited to attend information sessions on tracking their child's progress, statistical data, and school data. Empowering our parents makes them better partners in their children's education.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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.  
 100% of students identified as "at-risk" will be provided with a system of socio-emotional support by June 2014.

**Comprehensive Needs Assessment**

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

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

***Instructional Strategies/Activities***

Describe the research-based 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. Two part-time guidance interns from Hunter College will assist in providing counseling for our students, personal and academic goal setting and support for college readiness. A college advisor was also hired full-time to work with students. During the school day, mandated counseling will be provided for students with/without an IEP by the guidance counselor and with a focus on improving academic performance. The school guidance team meets monthly with teacher teams to collaborate on the development of individual student academic goals. I-Connect , a buddy system, in which 9<sup>th</sup> grade students are matched to 11<sup>th</sup> grade students will be provided by a licensed social worker. Bellevue Clinic will provide counseling to our students by licensed social workers.

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

1. The school guidance counselor, the two guidance interns, the College Advisor, the Bellevue social workers, Urban Arts Partnership’s social worker will all be key personnel in this goal.

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

Improvement on credit accumulation, attendance data, and incidents for the “at-risk” students.

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

1. This will be implemented beginning September 2013 to June 2013.

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

1. I-Connect trains mentors who will become buddies twice per week. Attendance meetings and guidance team meetings will take place 1x per week.

***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).

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

***Budget and Resource Alignment***

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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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.

***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.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.					

**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.

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Arts-integrated instruction; project-based instruction; mandatory independent reading, EZ books, interactive software such as Castlelearning	Small group, tutoring, one-to-one	After school
<b>Mathematics</b>	Use of visuals, Use of Castlelearning, SmartBoard interactive lessons	Small group, tutoring, one-to-one	Before/after school
<b>Science</b>	Project-based instruction, use of SmartBoard in lessons.	Tutoring, one-to-one	After school, during the school day
<b>Social Studies</b>	Repeated readings, arts-integrated instruction; mandatory independent reading	Small group, tutoring	After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	I-Connect Buddy Program; Counseling by Social Workers and guidance team	Small group, one-to-one	During school day

**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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

**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 ongoing professional development weekly during common planning time by a variety of professionals. The principal, assistant principals, literacy consultant, CFN instructional coaches, the Teacher Effectiveness coach all provide high quality professional development ranging from how to identify lexile levels, higher level questioning techniques, transitioning bilingual students, to rating lessons using the Danielson rubric. In addition, teachers are sent to monthly meetings presented by the CFN or Office of ELLs.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds for services for Students in Temporary Housing are used to purchase uniforms, school supplies, and cuny college application fees.

**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.
Teachers take part in inquiry team meetings and teacher team meetings 4x per week. During that time, teachers engage in collecting and analyzing student data and then using that information to plan instruction and revise curriculum. The literacy consultant together with the administration train teachers on available assessments and using assessment to inform teacher practice.

**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.

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

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

**Parental Involvement Policy**

**1. Parental Involvement Policy**

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

**2. Parental Involvement Opportunities**

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

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

### 3. Parental Information Distribution

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

### 4. Parental Decision Making

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

## SCHOOL-PARENT COMPACT PROVISIONS

### School Responsibilities

The Manhattan Academy for Arts and Language will:

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

### Parent Responsibilities

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

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

- Monitoring my child's attendance.
- Making sure that my child is prepared and on time for school every day.
- Ensuring that homework is completed.
- Ensuring that the uniform is worn.
- Monitoring the amount of television being watched.
- Participating, as appropriate, in decisions relating to my child's education
- Ensuring that my child reads for at least 30 minutes every day.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Communicating positive values and characters traits, such as respect, hard work and responsibility.
- Expressing high expectations and offering praise and encouragement for academic and community achievement.

**Student Responsibilities**

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

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

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

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School \_\_\_\_\_ Date \_\_\_\_\_

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Parent \_\_\_\_\_ Date \_\_\_\_\_

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Student \_\_\_\_\_ Date \_\_\_\_\_

**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 1<sup>st</sup> 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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>427</b>
School Name <b>Manhattan Academy for Arts and Language</b>		

### 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 <b>Siv Boletsis</b>	Assistant Principal <b>Devorah Tedeschi</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Robert Dwyer ESL/ELA</b>	Guidance Counselor <b>Katherine Rojas</b>
Teacher/Subject Area <b>Yurkis Mercedes/Spanish</b>	Parent <b>Blanca Lucia Garcia</b>
Teacher/Subject Area <b>Vincente Rodriguez/Mathematics</b>	Parent Coordinator <b>Soraya Nunez</b>
Related Service Provider <b>NA</b>	Other <b>NA</b>
Network Leader(Only if working with the LAP team) <b>NA</b>	Other <b>NA</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>23</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>302</b>	Total number of ELLs	<b>253</b>	ELLs as share of total student population (%)	<b>83.77%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										73	83	20	23	199
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										9	19	6	20	54
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	82	102	26	43	253

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	203	ELL Students with Disabilities	7
SIFE	54	ELLs receiving service 4-6 years	32	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	203	23	3	16	13	1	0	2	3	219
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	8	1	16	1	3	18	3	6	78
Total	247	31	4	32	14	4	18	5	9	297

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										66	70	19	23	178
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>	<b>66</b>	<b>70</b>	<b>19</b>	<b>23</b>	<b>178</b>								

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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
<b>TOTAL</b>	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										13				13
Chinese												1		1
Russian														0
Bengali												2	3	5
Urdu														0
Arabic										2	3		2	7
Haitian														0
French										2	2		3	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4	5	1	3	13
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	21	10	4	11	46

## 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)										41	42	6	7	96

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)										14	30	10	13	67
Advanced (A)										9	23	8	22	62
Total	0	0	0	0	0	0	0	0	0	64	95	24	42	225

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										8	23	2	11
	I										12	27	14	10
	A										4	14	3	4
	P										3	7	2	5
READING/ WRITING	B										15	36	10	13
	I										9	30	9	20
	A										0	5	3	4
	P										0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	60		17	
Integrated Algebra	5	47	3	22
Geometry	42		27	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	16		3	
Earth Science	1	27	1	2
Living Environment	10	67	2	15
Physics				
Global History and Geography	9	38	5	102
US History and Government	13	57	7	16
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)	65	39	31	37				
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.

MAAL serves predominantly Spanish speaking ELL students who enter the school over-the-counter. MAAL has developed its own literacy assessment with support from a literacy coach the Center for Educational Options. This assessment measures all four language skills in both English and Spanish and identifies whether students have basic command of literacy including basic decoding, encoding and phonemic awareness in Spanish and/or English. This assessment includes an oral interview where key information regarding the students' educational history is gathered. This gives the school better information to match instruction to the students and to appropriately identify SIFE students. MAAL's current SIFE population is almost 20% and there are additional students with limited literacy in both their native language and English because of limited schooling who are not SIFE. Data from this assessment indicates that our students have basic decoding, encoding and phonemic awareness in Spanish as well as some strategies for comprehending unfamiliar text. However, many students are enter 9<sup>th</sup> grade with reading levels 3-4 years below grade level. We are using the information about lexile levels as well as the miscue analysis section of this exam to design individualized tier II interventions to improve student reading. This data has also helped us design curriculum and establish courses to target these struggling readers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Analysis of the NYSESLAT modalities shows a clear pattern of higher proficiency in listening and speaking and lower proficiency in reading and writing for all profiles of our entitled population. Five percent of the currently entitled ELLs have reached Advanced or Proficient in reading and writing while nineteen percent have achieved this in listening and speaking. This is not surprising given that 80% of our ELL population are newcomer ELLs. This pattern is most pronounced in our SIFE students. Only one of our SIFE students scored Advanced in reading and writing while 13 scored Advanced or Proficient in listening and speaking. Forty-three of our students are at the beginning level of English Language Proficiency (ELP) and all but 13 of the beginning students are in grades 9 and 10. Almost all of our 18 long term ELL students scored Advanced or Proficient in listening and speaking but more than half of this population is at the Beginning or Intermediate level 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](#))

The school will use this data to adjust curriculum and the instructional program in the following ways. Since all profiles of our population struggle with reading and writing, use of activities that move students from expressive oral language to reading and writing activities will use their stronger skills in listening and speaking to build their reading and writing proficiency moving them from what they know and can do to what they need to learn. Activities where students discuss topics and themes connected to their content curricula lead them to read related articles and write essays on related topics.. As an arts integrated school, this often takes the form of visual arts projects where students present their point of view through the visual arts such as through posters and videos that become entry points for reading and writing activities. For SIFE students this means instruction through theme-based units connected to academic content topics. In these units, students deal with increasingly complex text as they explore a topic over the course of a unit. The reading and related writing activities enhance SIFE student's academic language and skills. Differentiating these same style of activities for our LT ELL students with more challenging reading and writing activities will build their academic reading and writing skills while keeping them motivated through the arts. In addition, the AMAO tool which currently examines the NYSESLAT data for 2011-2012, shows that MAAL did not reach the state targets for Title III AMAO I and II in the past. The 2011-2012 data shows the school was -3.2% points away from AMAO1 and -8.34% from AMAO2. This indicates the need to revisit the implementation of the LAP policy where it concerns percentages of English in the Bilingual content classes and ensure teachers have accurate information regarding students' ELP levels and strategies for building literacy in both languages. It also indicates the need to set specific targets for development of academic language in English and Spanish. MAAL is currently revisiting its curriculum maps to infuse specific targets across the school for academic language in each course and to incorporate strategies for building literacy across the content areas. An integral part of this process is examining the curriculum and the common core standards through the lens of the NYSED NLAP and HLAP progressions to support ELL students meeting the CCLS.

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?

a. Because many of our students are newcomers, 45% of our students tested at the beginning level of ESL on the NYSESLAT. Eighty-seven percent of these are in the 9th and 10th grade. Twenty-eight percent of our ELL students tested at the Advanced level on the NYSESLAT. Students struggle with passing the ELA Regents and do better on those state examinations that are offered in Spanish. Because most of our students are native Spanish speakers many of them take the exams in Spanish. There is no discernible difference in patterns of success between those who take the exams in English and those who use the translated exams.

b. The teachers and administrators use the ELL periodic assessment to inform curriculum. Using the item analysis website developed by Pearson, the staff can identify students' strengths and weaknesses. This gives teachers important information about what individual students' needs and allow them to revise the curriculum for the different levels of ESL to reflect student needs.

c. From analysis of the periodic assessment, the school has learned that reading is a skill that needs more focus. This has informed our revision of our native language arts curriculum to focus more explicitly on reading comprehension skills in Spanish that students can use when they read in English. The Native Language assessment results inform the teachers across the disciplines. The results assist the NLA teacher and the content area teachers in differentiating and planning instruction.

5. 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](#).)

NA:

6. How do you make sure that a child's second language development is considered in instructional decisions?

During common planning time the MAAL instructional staff examine the NYSESLAT data on ARIS, the ELL periodic assessment data and the Title III AMAO tool to understand the second language levels of the students in their individual classes. Teachers also examine student work weekly during common planning time with the support of a literacy coach to look at both language development of particular profiles of students and progress along the CCLS for literacy. In addition, at the end of each marking period, shared assessments connected to the common core are examined in curriculum teams for progress in both content and in language development. By analyzing where students' are at regular intervals in their second language development the staff can adjust instruction and share best practices for 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?

NA:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

To evaluate the success of our program we look at multiple data sources including attendance, credit accumulation, numbers of students on track for promotion and graduation and numbers of students passing required Regents examinations. As a new school we do not yet have a state report card with AYP data.

## 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](#).)

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

Because this is an ELL school, all incoming students are reviewed upon arrival whether they are over-the-counter, transfer or list-noticed students to determine eligibility for testing and/or entitlement to services. Upon arrival, the child and the

guardian/family member is escorted to the guidance counselor who determines whether the student is an over-the-counter, a list-noticed student or a transfer from another school. A licensed ESL teacher and the guidance counselor interview the family and take notes regarding the student's background, place and date of birth, previous schooling, etc. The guidance counselor identifies list-notice or transfer students through their records and data on the ATS system which indicates the testing history and the record of prior services. This gives the school information about what services the student is entitled to and information about prior services and parent choices. This information along with a school-created placement test helps determine the student's instructional program. If the child is a new entrant to the NYC public school system, the HLIS is administered in the family's preferred language. Based on the HLIS, the guidance counselor determines whether the student is eligible for LAB testing. When we have a family that does not understand English and speaks a less common native language such as Arabic and we do not have a staff member to translate, we call the NYCDOE Translation and Interpretation Unit for oral interpretation assistance. During this initial interview the family is also given a one-on-one orientation that includes viewing the NYCDOE ELL Parent Orientation Video. The ESL teacher further explains the process of testing and identification, the programs choices in New York City to ensure parents understand the three program choices and answers any questions the guardian/family members may have. The parent is given the NYCDOE Parent Survey and Program Selection Form and completes it at the orientation. The parent/guardian receives an overview of the programs at MAAL and information about where their child will be placed. Based on the Parent Survey and Selection form students will either be placed in a transitional bilingual program or a free-standing ESL program at MAAL. If at the end of the semester, the parent wishes to change this program, the school makes this change in the following semester.

An in-house placement exam that tests all four modalities in English and Spanish is given to the student and is administered by an ESL teacher. Spanish-speaking students are also given a placement exam by an NLA teacher to ensure appropriate programming. The LAB-R exam is administered to all eligible students based on the HLIS and the accompanying interview within ten days of the students' arrival. The Spanish LAB is administered to eligible students if are ELL entitled.

Students on list notice are invited to orientation prior to the beginning of the semester. These students are reviewed for ELL entitlement and given placement tests in English and when appropriate, Spanish to determine programming. If the student misses the orientation, the placement exams are administered upon arrival at the school.

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.  
During the initial intake interview the family is also given a one-on-one orientation that includes viewing the NYCDOE ELL Parent Orientation Video. The ESL teacher further explains the process of testing and identification, the program choices in New York City to ensure parents understand the three program choices and answers any questions the guardian/family members may have. The parent is given the NYCDOE Parent Survey and Program Selection Form and completes it at the orientation. These forms are then placed in the students' permanent record and the parent choice is recorded in ATS on the ELPC screen. There has not been a case of a parent/guardian not wishing to complete the form at this orientation. If this were the case, the ESL teacher would give the parents a one week period of time to return the form and follow up with a phone call at one week's time, if the parents have not responded. When the parents do not return a form, students will be placed in the transitional bilingual program when their native language is Spanish. Under the CR Part 154 regulations there is no other language group at MAAL in the numbers that would mandate a bilingual program other than Spanish at this time.
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](#)].)  
At the initial interview and one-on-one orientation parents complete the NYCDOE Parent Survey and Program Selection Form. Based on this and the school's placement exam, students are programmed. Once students are tested, the LAB/BESIS coordinator, a licensed ESL teacher, sends out entitlement and non-entitlement letters to inform parents of ELL entitlement and any needed adjustments are made to student programs. All NYCDOE Parent Survey and Selection forms are stored in students' permanent records. So far all parents have completed this form during the initial orientation. If for some reason a parent wanted more time to make this decision, the guidance counselor would follow up after one week with a phone call and a letter. Continued entitlement and letters for students who are no longer entitled are mailed out in August after the NYSLAT scores are distributed. These are secured and stored in binders in the office of our LAB/BESIS coordinator.
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.

Parents are first informed of the NYC program options through viewing the NYCDOE video during the initial parent orientation session. They are also given an overview of these programs by the guidance counselor and the opportunity to ask questions and get information in their native language. The placement of ELLs in a bilingual or ESL instructional program is solely the choice of the family member/parent. Both the guidance counselor and an ESL teacher make sure parents have the opportunity to view the video, ask questions and understand the choices. The guidance counselor translates in Spanish when needed and, if the family member/parent does not speak English or speaks an uncommon language where there is no translator available, the school contacts the NYCDOE translation unit for over-the-phone oral interpretation services. The placement is shared with the parent and the placement letters are placed in a file at the school. Entitlement letters that are given to parents are on file at the school. Placement information is shared with the family member/parent in their native language. Based on the parents' decisions as reflected in the NYCDOE Parent Survey and Program Selection form, entitled students are placed in either the transitional bilingual program or the free-standing ESL program. Parents are given an overview of the existing program design at MAAL and information about their rights and options if the school does not offer the model that is their first choice. Parents are informed that if the school does open a program in the future that matches their first choice, the school will inform them by phone and mail.

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.

Prior to the NYSESLAT administration, an ATS report is run to determine NYSESLAT eligibility. Letters are sent home to parents of entitled students to ensure parents understand the purpose of the exam and the importance of student attendance during the testing period. Because this is an ELL school, most students are eligible to take the NYSESLAT unless they have exited previously. The testing coordinator sets up a schedule following the NYSED guidelines so that each section is administered on a different day. Current accommodations for SWD are reviewed so and planned in the schedule. The school administers all components of the NYSESLAT to all entitled students following the NYSED guidelines. The school tracks students who need to make-up sections they have missed through a checklist that is updated weekly. Then the testing coordinator sets up a make-up schedule during the designated NYSESLAT make-up period. The guidance counselor and the parent coordinator follow up with phone calls and letter to parents of students who are truant or who are missing sections of the exam to encourage these students to complete the exam. The school makes every effort to test all entitled students.

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. 
- Over the past 3 years, the parents of most of our students who are new entrants to the NYC public school system have requested a transitional bilingual program. Out of 45 over-the-counter entitled students, 36 have requested a bilingual program. The remaining parents requested a free-standing ESL program for their children. All of our entitled new entrants have a native language of Spanish. The programming of our students is currently aligned with parent requests.

# 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])?

MAAL offers two program models: transitional bilingual and a free-standing ESL program. As an ELL school all students begin in one of these models, based on parent choice. Students enrolled in our transitional Spanish bilingual program receive their core content subjects in bilingual Math, Science, and Social Studies taught by licensed bilingual teachers. Core content classes are organized by grade level based on the NYSED curriculum and standards. All students with a native language of Spanish are programmed for NLA classes. These are mixed grade level based on native language proficiency level. Students receive ESL/ELA services in self-contained ESL classes organized homogeneously by English language proficiency level. Students in our free-standing ESL program are programmed in these same ESL/ELA classes. Students in the free-standing ESL program receive their subject area classes in ESL content classes taught by licensed subject areas teachers who have been trained in ESL methodology. In addition, MAAL offers all students a variety of electives with an emphasis on the arts including music and drama classes.

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)?

All entitled students at MAAL, whether they are in the free-standing ESL program or the transitional bilingual program are programmed for self-contained ESL classes based on their LAB-R or NYSESLAT scores. In accordance with the CR Part 154 mandates, they are programmed for 3 periods of ESL at the Beginning level, 2 periods of ESL at the Intermediate level and one period of ESL matched with one period of ELA at the Advanced level. Class periods run for 45 minutes daily which means entitled students receive more than the state-mandated number of minutes per week. All students in the transitional bilingual program receive a minimum of one daily period of NLA for 45 minutes, also in accordance with CR Part 154 mandates.

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.

Bilingual-licensed teachers in the core content areas, trained in the LAP and ESL methodology, deliver instruction in the Transitional Bilingual Program. Teachers transition the students from Spanish to English, as per the Language Allocation Policy, 70-30, 60-40, 50-50, 30-70. The teachers follow the NLA usage/support policy as recommended by the Chancellor's Regulations.

In both the free-standing and Transitional Bilingual program, content teachers analyze the NYSESLAT results and are given the scores for each of their courses to better understand the language needs of the students. The classes are 45 minutes each day. Language development is fostered through teaching students how to read challenging text of various genres and through explicit instruction in academic vocabulary. Instruction is differentiated through use of visuals, graphic organizers and varied questioning techniques. Lessons are planned around both content and language objectives which focus students on building skills to meet the common core especially using evidence to support arguments and establishing and supporting a claim in spoken and written discourse. All teachers attend professional development offered by the NYCDOE Office of ELLs and the NYS Language RBE-RN.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Upon entry to the school, each entitled Spanish speaking student is evaluated through an in-house placement examination that measures all four language skills to determine literacy on entry to the school. NLA teacher follow up each marking period with departmental assessments that measure growth in Spanish language proficiency. These assessments have been updated to reflect the common core language arts standards. We also test students with the ELE reding exam yearly to track progress over the course of each student's high school career. Results of these assessments are reviewed by all the instructional staff to revise curriculum and plan interventions. All ELL students throughout the year have the option of taking core assessments such as the NYC performance assessments and the NYS Regents exams in their native language. For Regents exams, we have oral interpretation available for uncommon languages when no written translations are available. In addition, students in the bilingual program are evaluated in the native language and in English on in-house exams to best determine appropriate instructional

strategies and measure academic achievement.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL teachers meet as a curriculum team weekly to share best practices. As a team, teachers create shared assessments for each level of ESL which they administer at the end of each marking period, once every 10 weeks, to measure achievement in all four language skills. These have discrete sections for each modality with some questions modeled after the NYSESLAT and some focused on the CCLS. These assessments, in addition to daily in-class assessments, allow teachers to adjust instruction to target development of each modality. ESL teachers monitor the progress of individual students in reading through miscue analysis and teacher-designed interventions based on these assessments. Information from all language arts assessments is disseminated to all staff during common planning time so that teachers of ELLs can adjust curriculum and share best practices related to language development. In addition, two times a year, the school implements the NYC ELL Periodic assessment which measures the same standards and skills as the NYSESLAT exam. Analysis of the results of this exam, including item analysis on the Pearson Inform website informs teacher instruction on the four modalities as well as specific standards and skills. All teachers meet in common planning time to review these results, design instructional activities and adjust curriculum across all content areas to reflect this data.

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).

a. For SIFE ELLs, instruction is differentiated and scaffolding techniques are used in the classroom. The teachers have been trained in Q-TEL and implement the scaffolding techniques learned in their daily instruction. Because SIFE ELLs show more progress with hands-on activities, the teachers plan lessons that are project-based with native language support. Visuals and graphic organizers are used to support the SIFE ELLs. Picture dictionaries and bilingual glossaries are available in the classrooms. In addition, we have a subscription to a library of ebooks in English and Spanish in the Capstone Publishing MyOn Reader series. This series allows teachers to assess students' lexile levels and matches them to SIFE-appropriate ebooks. These books are high interest, low reading level readers in English and Spanish. Some have audio recordings for additional support, where appropriate. This allows teachers to develop thematic units that increase in text complexity across a unit. This increases the reading comprehension skills of SIFE students. It also allows students the opportunity to read, both independently and with their peers, increasingly complex text. After school tutoring and PM school programs with native language support build academic literacy in our SIFE students. Teachers meet regularly with the literacy consultant to identify literacy skills of students and help them progress. The school's inquiry teams focus on tracking the progress of SIFE ELLs and identifying instructional strategies to meet their needs. d. MAAL has a small number of long term ELLs (18). Instruction in ESL for these students is focused on using their strength, their listening and speaking skills to build their reading and writing competency and stamina. Most of these students are placed in Advanced ESL classes. These classes are taught through thematic units with culminating projects. This allows for differentiation for different profiles of ELL learners. Because these students are often discouraged at their lack of progress, our guidance counselor provides support for these students and checks in with them regularly. In addition, our teacher teams periodically review their academic achievement data, sample work and other data to monitor their progress and design instructional interventions.

b. The majority of MAAL's ELL students are newcomers. As an arts integration school, the instructional focus for newcomers is experiential learning. The visual and performance arts are used to build conceptual knowledge in core subjects and motivate students to read and write about the topics studied. Text-based projects that students present orally allow students to build on their arts experiences to develop proficiency in all four language skills. Because many of our newcomers do not come with strong academic skills, we have infused reading comprehension skills and targeted comprehensive writing activities into our curriculum. For native Spanish speakers, NLA classes build students' literacy in reading and writing to enhance their language development. Teachers in our bilingual program use scaffolding and ESL strategies to support language development in both languages. Lesson plans include both content and language objectives and teachers build language skills with content area instruction.

c. Most students with 4-6 years of service have reached the advanced levels of ESL and are primarily in content area classes in English. Content teachers use ESL methodology to provide language support as students learn the content. For those students programmed in the bilingual content area classes, teachers differentiate the materials and assignments to ensure that students have the appropriate level of native language support while developing their English language proficiency. The ESL program at the Advanced level focuses on meeting the common core standards through thematic units that include both literature and informational texts. These classes target the literacy skills across the content areas to develop students' college and career readiness.

d. MAAL has a small number of long term ELLs (18). Instruction in ESL for these students is focused on using their strength,

their listening and speaking skills to build their reading and writing competency and stamina. Most of these students are placed in Advanced ESL classes. These classes are taught through thematic units with culminating projects. This allows for differentiation for different profiles of ELL learners. Because these students are often discouraged at their lack of progress, our guidance counselor provides support for these students and checks in with them regularly. In addition, our teacher teams periodically review their academic achievement data, sample work and other data to monitor their progress and design instructional interventions.

e. Former ELLs are programmed in dedicated ELA classes to support their specific literacy needs. Those who have not passed the ELA Regents are in classes focused on the standards and skills related to this exam as well as the ELA common core standards to ensure college readiness. Those former ELLs who have passed the ELA Regent are programmed for ELA classes dedicated to college and career readiness and enhancing common core literacy skills connected to all content areas. Former ELLs who tested proficient on the NYSESLAT exam one or two years ago are identified and also given all appropriate testing accommodations on school, city and state exams. Currently all of our former ELLs match this profile so all students in the school, ELLs and former ELLs are offered ELL testing accommodations including extended time, use of bilingual glossaries, translated exams when appropriate, and the option to write their essays in their native languages on content area examinations.

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?

The strategies and instruction of ELL-SWD vary according to individual needs. Two licensed special education teachers review the IEP's of ELL-SWD and meet with the teachers of these students to help them identify and develop appropriate materials. Student are programmed based on the mandates of the IEP's. SETTS students are programmed for a daily resource room class that meets for one period, 45 minutes. In these classes, the instructor provides mini-lessons in skills the students need to succeed in their academic classes. These are based on the IEP goals of each student. A bilingual special education teacher co-teaches in content area classes for those students who need collaborative co-teaching and native language support. In addition, teachers follow ESL methodology to scaffold instruction while at the same time differentiating learning activities and products based on students' IEP goals. Instruction of ELL-SWD is supported with textbooks in Spanish and English, depending on student's levels of English Language proficiency. Teachers support student use of the smartboards, class sets of laptop computers and our computer lab to have students use resources including Brainpop, MYON readers, Castle learning and various educational apps to help build conceptual understanding, skills and language development. Students have access to leveled readers in Spanish and English so that they can read at both their independent reading level and challenging text.

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?

Students with disabilities are supported through co-teaching in the major subject areas with a licensed content and license special education teacher. The Special Education teacher designs the scaffolds and other supports students' need to access the lesson based on their needs as described both in their IEP and in teacher-developed assessments. In addition, students with SETTS designation are given an additional skills class designed to support their individual IEP goals through a combination of skill-based mini-lessons and individualized practice. This is the only period in the day when students are not with their non-disabled peers.

**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:	Spanish		
Social Studies:	Spanish		
Math:	Spanish		
Science:	Spanish		

### 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


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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### 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.

Because many of our struggling students are well below grade level in reading, writing and Math, yet need to meet high school standards, many of our materials and interventions are teacher-created. Teachers develop supplemental materials targeted to the needs they identify through their daily assessing of student learning outcomes. In addition, teachers use materials in all content areas from the Castle Learning Online program. This program assesses students in all subject areas so that students can access materials that match their current level of understanding. This program allows teachers to create differentiated activities that students can work on on-line. These materials present topics, generate questions for students to answer and give students immediate feedback. Teachers use this website to design activities for in-school and at-home use. It also tracks student learning and assesses their achievement. It gives teachers an analysis of how students are doing with different types of skills and questions which allows teachers to plan targeted activities for their students. In addition, we have purchased the MYON electronic library with books in English and Spanish to allow for differentiated readings for all levels of ESL. This was purchased to meet the needs of our SIFE students. This allows teachers to create learning activities that develop reading strategies that SIFE students can practice in authentic texts that are accessible, yet challenging. Because many of our newcomers students are below grade level in their Math skills the algebra teachers, in addition to creating their own intervention materials, are piloting using Math educational games that build students' algebra skills. These include the "Math Snack" games designed by New Mexico State University with the National Science Foundation and a range of Math games and instructional activities designed by the Massachusetts Institute of Technology (MIT) and posted on their website.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Analysis of scholarship data from last year shows that students are meeting the standards in the major subject areas in terms of credit accumulation and course passing rates. However, students are struggling with passing the state assessments, particularly in Science and ELA. Because many students are newcomers and SIFE, they struggle to develop the Academic English required for the English Regents. Our students do however, make appropriate gains on the NYSESLAT which shows they are succeeding in developing the four skills of English. Based on this data, we are reviewing curriculum in both the free-standing and bilingual program to incorporate more specific language development targets, and teachers of all subject areas include language objectives in their lesson plans.

11. What new programs or improvements will be considered for the upcoming school year?

We are researching materials for enhancing Math skills and are considering piloting Destination Math with our students who struggle with Math.

12. What programs/services for ELLs will be discontinued and why?

NA

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As an ELL school all students have access to all programs. Our school day program includes core subject area classes and electives in music and drama. Through partnerships with CBO's we also offer all ELL students arts experiences integrated into our content area classes through teaching artists in visual arts, music and drama. All students are offered afterschool tutoring by licensed teachers in all subject areas and a range of credit-bearing classes in the core subject areas to enhance credit accumulation. The school also offers an after-school SAT prep class in Math and English to prepare students for this exam. To ensure equity the parent coordinator, guidance counselor and teaching staff communicate information about afterschool and supplemental programs through letters and phone calls to parents in the native language

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have instructional materials, including textbooks and ancillary materials such as dictionaries, atlases, thesauruses and glossaries in both Spanish and English. We also have classroom libraries in the language arts and content area classroom at different reading levels to support literacy development. For our SIFE students, we have purchased leveled readers that target our SIFE students in both paper and ebook form. These have an audio component for students who are still struggling with basic reading comprehension in Spanish and English. To support all our ELL students we use the following software: brainpop, Castle Learning On-Line and MYON reading library.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Spanish-speaking students in both the TBE and ESL model are programmed for one daily period of native language arts according to Spanish language proficiency level based on the ELE exam as well as a school-created placement exam. Authentic materials are used such as anthologies, novels and films. Native language support is provided based on student need in the content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
As a high school, curriculum is designed according to appropriate grade level NYSED standards. The corresponding resources and supports align with those grade levels and standards. When students are not at grade level in the literacy and numeracy, the staff uses materials such as Benchmark books and Capstone learning that offer texts that are high interest to adolescent learners at varied lexile levels to ensure that they have age-appropriate materials that are both accessible and challenging. For those students who enter high school over age and undercredited, for example newcomer ELLs who have arrive with limited schooling, MAAL offers credit-bearing classes afterschool in English and Math as well as supplemental tutoring to help these students reach grade level.
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.  
Before the beginning of the school year, newly enrolled ELL students are invited for a two-day orientation; one day is planned with their families and the second day is with the teachers. This includes an arts lesson and neighborhood walk. During these sessions, the student handbook is reviewed and important points are emphasized. Translation is provided as necessary. As new students arrive throughout the school year, the guidance counselors give parents and students a general orientation to the school and its resources.
18. What language electives are offered to ELLs?  
We offer Spanish as an elective.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

## 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. All teachers and our paraprofessional attend common planning time meetings. For the Fall term these were: A literacy consultant meets with the teachers every week to train teachers in identifying literacy issues and instructional strategies to support students. She is also part of the teacher/inquiry team and meets with teachers every Wednesday during common planning time. Teachers meet daily during common planning time to share instructional plans and discuss student progress. Every Monday, teachers meet in curriculum teams to update and revise curriculum to meet the needs to meet the needs of the students and pilot strategies to help them reach the CCLS. The Assistant Principals attend monthly meetings at the CFN for content area instruction. The guidance counselor and the speech therapist attend monthly meetings at the CFN. The school secretary attends a training once a year for use of NYCDOE databases offered by the NYCDOE. The parent coordinator attends monthly meetings organized by the NYCDOE.

### MAAL Professional Development Calendar

1. MAAL Workshops: Meeting the Common Core through literacy strategies for all teachers of ELLs by Center for Educational Options

Topics such as: Training on miscue analysis, use of classroom libraries and independent reading, close reading, analysis of student essays, using the MEAL model for paragraph writing, building Academic vocabulary for ELLS

Topics such as: Training on miscue analysis, use of classroom libraries and independent reading, analysis of student essays, building academic vocabulary for ELLS

Date: Every Wednesday during common planning time (45 minutes) for all teachers. Starting 9/11/13 through 6/11/14

Attendees: All teachers, Coordinators, paraprofessionals

2. MAAL Workshops in effective teaching through Danielson for teachers of ELLs: Topics related to strategies to meet the Danielson rubric such as strategies to check for understanding, questioning at different levels of DOK, etc. by principal and A.P. of ESL

Teacher-leaders will help assess needs, organize peer intervisitations and debriefs using Danielson Rubric and organize teacher-facilitated workshop sessions.

Date: Every other Thursday during common planning time (45 minutes) starting October 9, 2013 continuing through June 5 (Brooklyn-Queens Day); one session also on November 5, election day.

Attendees: All teachers, Coordinators, paraprofessionals

3. MAAL Study group:

Strategies to build Spanish and English language proficiency in the content areas classrooms. Facilitated by Principal and A. P. of ESL

Date: Every Tuesday during common planning time (45 minutes)

Attendees: All teachers, Coordinators, paraprofessionals

Assistant Principal Meetings/workshops by CFN in subject area groupings: Math, Science, Social Studies, English and Special Education - Monthly by CFN calendar

Attendees: Assistant principals and lead teachers

4. Guidance counselor Meetings/Workshops by CFN

Monthly by CFN calendar

Attendees: School guidance counselor

NYCDOE trainings for parent coordinators- Monthly by NYCDOE

Attendees: school parent coordinator

5. NYCDOE training for school secretary on ELL databases- Yearly by NYCDOE schedule

School secretary

2. Teachers and paraprofessionals attend professional development offered by the NYC Office of English Language Learners and by the state RBE-RNs. The staff who attends meetings presents the strategies and resources from these organizations to all of the staff

during faculty meetings and common planning time. In addition, the Principal and Assistant Principals who are licensed ESL teachers present workshops throughout the year on key topics on instruction of ELLs. This year we plan at least 5 workshops sessions presented by the administration or network staff on staff development days and during faculty meetings which include: How to help English Language Learners Meet the Common Core Standards, Building literacy in SIFE students, How to help ELL students understand complex text, Building Academic Language in ELL students, and What does the common core look like in a Math and Science Classroom?"

3. Our guidance counselor meets every other week with the staff to train them on how to deal with adolescent learners. She does presentations on such issues as bullying, preparing for college and career and other issues related to adjusting to high school. She is trained on these issues at monthly meetings by our CFN.

4. As an ELL school, we make sure to exceed the mandates for Jose P training. All of our instructional staff, including special education teachers receive a minimum of 20 hours of training in the form of workshops for teachers of ELLs during common planning time. These workshops are scheduled once a week during common planning time and all instructional staff are mandated to attend. These are designed and facilitated by our literacy consultant in consultation with the principal and the A.P. of ESL. In addition, we plan intervisitations so that content area teachers visit ESL classrooms, at least once a semester to observe how ESL teachers support language development.

## 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. Being that this is an ELL school, all parents are parents of ELLs. At this time, parents/family members were invited to an Orientation Meeting at the school which they attended prior to the beginning of the school year. Parents are invited to PTA meetings and SLT meetings. In addition, parents are invited to information sessions at the school that will keep them up to date regarding school policies, programs, graduation requirements, etc. Our parent coordinator incorporates workshops on topics of concern to ELL parents as part of the PTA sessions. Because this is an ELL school, there are many occasions that require the presence of ELL parents such as the viewing of the DVD regarding ELL programs. In addition, parents are invited on an ongoing basis to discuss the progress of their children. Parents/family parents are also invited to school trips such as colleges, culminating activities, festivals and award ceremonies. Translation is provided for parents when needed.
  2. Our CBO partner Urban Arts Partnership provides a mentoring program to our at-risk students. iCONNECT is Urban Arts Partnership's Attendance Improvement/Drop-out Prevention program that employs peer mentoring to empower struggling students to become leaders in their schools. It targets students in 9th and 10th grades who are at risk of dropping out of high school because of previously missed days of school. The bilingual staff of Urban Arts Partnership: a bilingual social worker and bilingual mentor advocates (young people currently enrolled in college who are alumni of UAP programs), work with the school's bilingual guidance counselor to develop these habits and skills in a target group of 40 at-risk ELL students. They will do this by providing intensive counseling support to ensure students are on track to graduate high school, go on to college, and have a strong sense of community within the school. As part of this program, the staff incorporate outreach to parents and engage them in this process as much as possible. By supporting the parents of our neediest students, this program enhances our parent outreach. UAP makes sure to have bilingual staff communicate with parents in the native language and translate materials into Spanish.
  3. Because of the belief that parents are partners in the education of their children, the parents are often invited to the school either for meetings, celebrations or to discuss individual student progress. We listen to their needs and respond accordingly. Sometimes they require a workshop from an outside agency, and other times they just want to speak to our guidance counselor. We do all we can if it means improvement in the education of their children. We have a bilingual parent coordinator who welcomes and orients parents of incoming students. She works to help our parents engage in the school community. Her role varies from helping parents understand ways they can participate in the PTA and SLT to helping parents understand the public school system in the United States and how to advocate for their child's educational needs. She performs outreach for the school and parents contact her for assistance and information about the school and their child's education. We implement the NYCDOE parent survey and use the results to adjust outreach and services to parents. In the upcoming meetings with parents, we will create an evaluation system such as a survey in which parents can formally inform us of their needs or give us feedback about a workshop or school policy. Translators are available for parents. Forms and surveys are available in the family's native language.
  4. Based on parent input from the NYCDOE survey, informal conversations with the parent coordinator and school staff, discussions at the PTA and SLT the school designs activities for the parents. In some cases these are information workshops on safety and education. At this time, we are providing workshops on "Cyberbullying" and "Gang Awareness" for our parents. Translation is available for parents. The information gatherings and the other invitations to our school inform parents about testing, graduation requirements and credit accumulation. Also, the invitations to college trips will support parents in making the right decisions for post-secondary planning.

## 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.

## Part VI: LAP Assurances

**School Name: Manhattan Academy for Arts**

**School DBN: 02M427**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Siv Boletsis	Principal		1/3/14
Devorah Tedeschi	Assistant Principal		1/3/14
Soraya Nunez	Parent Coordinator		1/3/14
Robert Dwyer	ESL Teacher		1/3/14
Blanca Lucia Garcia	Parent		1/3/14
Yurkis Mercedes/Spanish	Teacher/Subject Area		1/3/14
Vincente Rodriguez/Mathematics	Teacher/Subject Area		1/3/14
	Coach		
	Coach		
Katherine Rojas	Guidance Counselor		1/3/14
	Network Leader		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 02M427 School Name: Manhattan Academy for Arts and Lang

Cluster: 4 Network: 405

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

### **Part A: Needs Assessment Findings**

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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.

Review of data by LAP team including review of ATS data on parents' preferred language of communication and students' home languages to determine translation and interpretation needs highlighting particular languages. Of the covered languages under the Chancellor's Regulation A663, Spanish was the identified language. Feedback from parents at PTA meetings and Parent workshops held by the guidance counselor and the parent coordinator last year identified additional kinds of documents parents would like to have translated, particularly documents relating to the college application process, financial aid for college, and report cards related to their children's achievement. Discussions with parents at parent meetings, SLT meetings and individual meetings with guidance counselors gave the school informal feedback about the need for oral interpretation.

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

The oral interpretation needs identified were oral interpretation at parent meetings, open school evening and afternoon and at special events. The school purchased a calling system, which makes calls to parents about special events, important announcements and their child's lateness and attendance. This created the need for oral translation/interpretation of recorded messages that need to be periodically updated. Both during the school day and afterschool, our staff especially teachers and guidance counselors need interpreters to communicate with parents either by phone or during meetings with parents.

The translation needs identified related to documents not translated by the Department of Education because they are particular to our school. These included materials for parent workshops given at PTA meetings, Title III and other parent workshops and the school's special events. Letters home announcing the school's afterschool programs including extracurricular activities, tutoring, SAT and Regents preparation classes require translation. Permission forms for trips and special programs also need to be translated. Parents have also expressed the need for

written translation of progress reports, report cards and materials related to understanding the college admissions process.

These findings were reported at staff meetings, teacher common planning time meetings, PTA, and SLT meetings.

## **Part B: Strategies and Activities**

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

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

Written translation will include translation of letters home to parents in the covered languages connected to school programs, special events and materials connected to parent workshops. Documents related to student achievement such as progress reports and report cards will either be translated or include a guide in the parents preferred language of communication. These translations are done by in-house staff including teachers, bilingual counselors and paraprofessionals who are proficient in the covered languages..

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

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

Oral interpretation for phone calls home, for intake of new students, for one-on-one meetings with parents by teachers, counselors and other staff is provided in-house by teachers, paraprofessional and school aides. Oral interpretation is also available at school special events and meetings. This is provided in-house by school teachers, paraprofessionals and guidance counselors..

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

The school will fulfill section VII of CR A-663 as it applies to our parents by:

- Distributing the "Bill of Parent Rights and Responsibilities" at PTA and SLT meetings, individual parent meetings with guidance counselors, at intake of new students, at school special events and workshops and at open school events, and through mailings to parents whose preferred language is one of the covered languages.
- Posting near our entrance translated signs noting the availability of interpretation services at our school
- Including a plan for communicating with parents in the covered languages as part of the school's safety plan

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

### Part C: Professional Development

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

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

Begin description here:

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

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

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here:

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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