

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

02M392

School Name:

MANHATTAN BUSINESS ACADEMY

Principal:

KAREN POLSONETTI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M392
School Type: N/A Grades Served: 9-12
School Address: 351 West 18th St. NY NY 10011
Phone Number: 212-647-1983 Fax: 212-647-1989
School Contact Person: Karen Polsonetti Email Address: Kpolson@schools.nyc.gov
Principal: Karen Polsonetti
UFT Chapter Leader: Michelle Monger
Parents' Association President: Brian Payton
SLT Chairperson: Jerome Ortaliza
Student Representative(s): Christopher Nieves, Kayla Pena, Rebecca Jarquin

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, Room 711 NY NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Steven Groll
Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Polsonetti/Jerome Ortaliza	*Principal or Designee	
Michelle Monger	*UFT Chapter Leader or Designee	
Brian Payton	*PA/PTA President or Designated Co-President	
George Kalimniou	DC 37 Representative, if applicable	
Chris Nieves, Kayla Pena, Rebecca Jarquin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Thomas Charroppin	Teacher	
Kenrick Small	Teacher	
Barbara Robinson	Parent	
Janice Cruz	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. We are a small community committed to creating opportunities for students to experience the world around them as young entrepreneurs. Our curriculum includes a focus on business education as well as a strong Advisory program that allows students to form close relationships with our faculty members. Students demonstrate their understanding of subject material through portfolios and presentations at the end of every academic unit. After four years of academic instruction, Advisory and internships, our students graduate well-prepared to succeed in college and in their career Paths.

2. The school strengths and accomplishments are:

- Strong advisory program to support all students with a focus on our lowest third
- Dedicated team of teachers organized by grade teams to discuss best instructional strategies weekly
- 85% graduation rate
- CTE certified school with a strong VE program
- Advanced Regents diplomas for 5% of our students
- College Now class opportunities for students
- 77% Global Regents score

The schools challenges include:

- Attendance for our lowest third students
- Reading and writing progress for our most struggling students (lowest third/black males)
- Variety of clubs and organizations

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the High School Quality Snapshot, Manhattan Business Academy has 23% of the students graduated college-ready.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By the end of June 2015, MBA students graduating college ready will increase by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Inquiry groups during CPT (grade team meetings) will also be used to gauge whether or not progress is being made and what strategies prove to be the most effective in improving student performance. To assist students in improving writing skills, each teacher, except Mathematics and Physical Education teachers will require students to complete one piece of drafted writing per quarter. Teachers are encouraged to include low stakes writing into their daily lesson plans as well.	Everyone	All year	Grade Team Leaders
Students will improve ELA and Math Regents scores to college ready acceptable level. (ELA 75+ and Math 80+)	All students	January 2015- June2015	A.P. Erin Quigley and All teachers
Tutoring/Resource Room	Lowest Third	December 2014 – June 2015	Special Ed coordinator
Parents were notified through Skedula, letter home and phone blasts that their children are retaking the tests to get an acceptable score for CUNY to acknowledge that the students are college ready.	Seniors with scores between	December 2014-June 2015	A.P. Erin Quigley

	65-74 on ELA regents		
The school is partnering with Baruch and St Francis College to offer college	All students	Sept. 2014 – June 2015	Guidance Counselor; Nicole Henningham

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session for teachers, per session for programming, purchase of Skedula

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015**.

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|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the NYC School Survey, 68% of the students feel that they need more variety or programs, classes and activities to keep them interested in school.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elavant, and <u>T</u> ime-bound.
By the end of June 2015, MBA will increase the number of Clubs and honors classes offered by 10%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Setting a schedule for Club fairs to invite students to participate more after school clubs in the school like Business, Cheerleading, Anime, and Art Club.	Lowest Third, Black and Hispanic Males	All Year	Social Worker, Ali Esses, A.P. Colleen Kidda
Offering enrichment classes after school like Chemistry Honors, Pre-Calculus, English Honors	All students	All Year	A.P. Erin Quigley
Sending a newsletter home informing parents regarding the different in-school and after school activities in the school	All students	Monthly all year	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session, supplies for clubs and classes, stamps.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our observations have indicated that we need to improve teacher capacity around Domain 3D with emphasis on adjusting practice based on data.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, will engage in inquiry to look at data(student work, assessments, curriculum and unit plans)to adjust their teaching practice resulting in 80% of teachers getting Effective and Highly Effective in Doman 3d – Using Assessment in Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
MBA will design a schedule where the content teams and grade teams have the same free periods to meet in Common Planning time.	All teachers	Summer 2014	A.P. Quigley, Principal
Inter-visitations for teachers	All teachers	All year	A.P. Quigley
Administration observation providing evidenced based feedback	All teachers	All year	All administration
Small group PD to look more closely at effective formative assessment	Teachers who earn an ineffective or developing in 3D.	January 2015 – June 2015	All Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD books on assessment

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A review of the MOSL scores in September 2014, identified MBA students as deficient in college ready reading comprehension skills. Average scores were between 1.9 and 2.8. Data collected from PD surveys indicated that teachers need more support in improving students’ ability to read content informational readings.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, students will improve by one point on MOSL trait 1 (Reading).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Teachers will meet in content teams weekly to read PD articles on reading and will collaborate around best practices.	All teachers	October 2014 – June 2015	A.P. Quigley, Principal
Teachers will observe each other implementing reading strategies	All teachers	Oct. 2014 – June 2015	AP Quigley
Teachers will look at student work and data to target groups of students	All teachers	Oct. 2014 – June 2015	AP Quigley
Teachers aligned and integrated nonfiction texts into the curriculum.	All teachers	September 2014- June 2015	AP Quigley

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the records from the Parent Teacher Conference and Open School Night from 2013-2014, 15% of MBA parents were in attendance.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2015, parent involvement will increase by 15%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Parents will be notified of their child’s progress through Skedula, Newsletter and Phone blast regarding to the common core	All Parents	All year	Administration
Parent Coordinator will invite parents to school events.	All parents	All year	Parent Coordinator
Advisors will contact their advisees’ parents regarding school events and progress	All parents	All year	Teachers
Invite parents on school trips.	All parents	All year	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Failing class or reduction in grades in class. Identified by teacher as in need of services Scores on their Regents or 8 th grade exams.	Drafted writing, reading comprehension for texts of all genres, critical thinking questions in writing based on evidence from texts	Small group tutoring	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
Mathematics	Failing class or reduction in grades in class. Identified by teacher as in need of services Scores on their Regents or 8 th grade exams.	Project based tasks and assessments, constructed response questions, journals	Small group tutoring	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents
Science	Failing class or reduction in grades in class. Identified by teacher as in need of services Scores on their Regents or 8 th grade exams.	Journals, laboratory make-ups, critical thinking questions and reading comprehension for science texts, drafted writing	Small group tutoring, lab, make up work	After school for all students, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
Social Studies	Failing class or reduction in grades in class. Identified by teacher as in need of services Scores on their Regents or 8 th grade exams.	Drafted writing, reading comprehension for texts of all genres, critical thinking questions in writing based on evidence from texts, document analysis	Small group tutoring	After school for all students in regents bound courses, during the day for 12th graders and targeted Saturday regents prep leading up to each administration of the NYS Regents.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services mandated on their IEP's. Recommended for counseling by teacher/parent Identified as struggling by advisor.	Mandated counseling, speech, seminars for targeted at-risk male students	Mandated counseling can be in the form of one-on-one sessions or group sessions as mandated by the student's IEP	School social worker, guidance counselor (2), shared campus SAT team consisting of psychologist, social worker and other service providers such as speech

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
--	--------------------------	--	----------------------------------	--	-------------

Part 2: All Title I Schools

2a. 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.

--

2b. 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).

--

Part 3: TA Schools Only

3a. Use of Program Resources

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

--

3b. 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).

--

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	427	Total number of ELLs	29	ELLs as share of total student population (%)	6.79%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	4		5	2	3	18	1	10	29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	6	4	0	5	2	3	18	1	10	29
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	7	6	2	21
Chinese													1	1
Russian														0
Bengali												2		2
Urdu														0
Arabic										1	1	1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	7	10	9	3	29								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										2	3			5
Advanced (A)										8	3	2	5	18
Total	0	10	6	2	5	23								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	15		5	
Geometry	2		2	
Algebra 2/Trigonometry	1		0	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	10		2	
Physics				
Global History and Geography	9		3	
US History and Government	4		2	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At MBA we formally assess students writing and reading ability in the first weeks of school using our DYO assessment. We also assess using the English baseline tests provided by the city. The data has shown that our ELLs still struggle with reading (non-fiction texts especially). The comprehension of text is often associated with a more limited vocabulary. Leadership facilitates professional

development centered around using data to inform our instruction. Teachers then use the PD and the data to write unit and lesson plans to support our ELL students and all of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that our students are all Intermediate and Advanced on the NYSESLAT test. From this data we know that we need to increase our literacy instruction which is why our focus for PD is "Writing Across the Curriculum". Our students typically perform well on the listening and speaking, but struggle in reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This tells us that we need to focus our instruction on effectively and strategically teaching reading and writing across the curriculum. We work with consultants in content areas and grade teams to support our teachers with differentiating the reading assignments in class. Currently, the tenth grade team works with a consultant to analyze student data associated with writing. Based on the data that is collected on a continuous basis, the team develops and rolls out strategies to use, while they track a group that is reflective of the tenth grade class, which also includes ELLs.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

4c. Our school uses the periodic assessments as a professional development tool for teachers to modify and adapt their instruction to better support our students. The Periodic Assessments indicate that our ELL students are weak in writing. Students are provided with translated texts and dictionaries in order to support their learning. When necessary, other staff members who speak the same native language of the child are utilized to help assist.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers often differentiate for ELLs by providing translations and scaffolded readings and assignments for students depending on their language development. For example, a teacher who normally gives students a note-taking handout with guiding questions will provide a copy for a beginner that has scaffolded questions and a dictionary or definitions on the side (dependent on their language development).
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Currently, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
MBA evaluates the success of our ELL program in our Leadership Meetings where the ELL team and the Leadership team reviews the data and creates interventions and strategies to support our ELL students. These intervention strategies include Writing Across the Curriculum

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. Parents are provided with the Home Language Identification Survey (HLIS) by the Guidance Counselor. HLIS are offered in different languages, however, if the parents are illiterate or speak another language, a translator is sought out. An informal oral interview in English is administered by one of our ESL certified teachers. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is administered by our ESL teacher, Michael Farrell or special education teacher, Gabriel Munoz to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. [aste response to question here:](#)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs and visit classrooms with the various programs. Parent brochures are disseminated in their native language to enrich the understanding each available program. Parents are encouraged to select the program before being told what program is available at our school. MBA is proud to offer Freestanding ESL to conform to the parental choice selections. One of our ESL teachers and one of our guidance counselors explain these programs to parents. If a parent chooses a program that is not available at our school we explain the ways in which we provide additional support for our students through our Freestanding ESL program. If parents chooses a program that is not available at our school, they are given other alternatives. As our student's ELL needs continue to grow, we anticipate growing the department. This year we have four ESL teachers.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3. When Entitlement Letters are returned, our Guidance Counselor, Mr. Vasquez, stores them in the student files. We also encourage parents to fill out program selection forms when they are present in the school. Otherwise Mr. Vasquez reaches out to them and seeks their participation and requests the forms be returned.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
4. Taking the LAB-R and HLIS into consideration, identified ELL students meet daily with an ESL teacher and are provided with tutoring after school. To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, MBA provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home. MBA honors student choice by ensuring that our ELL programs are clearly described and the parent choice is enacted. Parent Choice letters are stored in each child's file in the Guidance Counselor's office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
5. In order to administer the NYSESLAT, Mr. Munoz first identifies who the students are that need to take the test. After they have been identified, a schedule is set up. The students are first scheduled to take the speaking portion of the test. The test is administered by Mr. Munoz, Mr. Farrell, and Ms. Wu over the course of two weeks. Students are given with passes that specify the date, time, and room that they are supposed to take the test. Scores are written on copies of the answer sheet. After the speaking portion is administered, the schedule is then posted for the administration of the reading, writing, and listening. These sections are

administered between two days. Teachers and students are given copies of the schedule. Passes are also made for students the days of the tests so that they won't forget when to take the test.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
6. This is our 5th year as a school and thus far, 100% of the parents and students opted for our Freestanding English program. Our parents have chosen for their children to be immersed in a free-standing english program which is aligned directly with our program. As MBA grows, we will continue to develop our ESL program to fit the needs of our students.

Part V: ELL Programming

A. Programming and Scheduling Information

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

separated into strands. Each strand travels together as a group throughout the day in all subject areas. In math the strands get smaller as the strand is divided into a homogenous split.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. In the Freestanding ESL component we have 36 students. They range from upper Intermediate to Advanced Proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 500 minutes to 550 minutes a week of English instruction a week including 395 minutes of English instruction with an ESL certified teacher. These students are also taking Native Language Arts in Spanish for 240 minutes a week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:
 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Content teachers meet with our ELL teacher to review instructional strategies that best serve our ELL population. Content teachers use graphic organizers and other strategies to make information clear to our ELL students.
 - To differentiate instruction for ELL students, Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - To differentiate instruction for ELL students, Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

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

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

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

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

18. What language electives are offered to ELLs?

18. Spanish

19. For schools with dual language programs:

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

19. N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M392 School Name: Manhattan Business Academy

Cluster: 4/Groll Network: 404/Byam

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Manhattan Business Academy	DBN: 02m392
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	After-school: 2 teacher x 40 sessions x 2-hours x \$50.19= \$8030 Saturday Regents Prep Academy: 2 teacher x 8 sessions x 4 hours x \$50.19=\$3212	Two certified teachers will be paid at teacher per session rate to support ELLS in the classes of content area teachers for 40 2-hour sessions at \$50.19 inclusive of fringe. Two certified ESL teachers will be paid teacher per session rate to support ELLS in the classes of certified content area teachers for 40 4 hour sessions at \$50.19 including fringe.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$11200

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