

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** MANHATTAN VILLAGE ACADEMY  
**DBN (i.e. 01M001):** 02M439  
**Principal:** HECTOR GEAGER  
**Principal Email:** [HGEAGER@SCHOOLS.NYC.GOV](mailto:HGEAGER@SCHOOLS.NYC.GOV)  
**Superintendent:** MS. MARISOL BRADBURY  
**Network Leader:** MS. KATHY PELLER

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Hector Geager	*Principal or Designee	
John Roukis	*UFT Chapter Leader or Designee	
Randy Jaques	*PA/PTA President or Designated Co-President	
Ramon Nunez	DC 37 Representative, if applicable	
Serena Rodriguez Jacory Myers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carlosluis Perez	New York University College Advising Corps	
Hope Haskes	Member/ UFT	
Maria Baginski	Member/ Parent	
Rafael Hiciano	Member/ Parent	
Zofia Nagawiecki	Member/ Parent	
Claris Goldin	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

- By June 2015, students in 11<sup>th</sup> and 12<sup>th</sup> grades will demonstrate progress toward achieving college and career readiness as **measured** by 63% scoring between 2 and 3 on the Advanced Placement Tests in Biology, English, Psychology, Calculus, European History, World History, Macro Economics, US History, and Psychology,

### Comprehensive Needs Assessment

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

- Based on our 2013-14 High School Quality Snapshot's College and Career Readiness, eighty-one (81) percent of our students graduated college ready. We must continue strengthening our curriculum to provide a robust academic foundation, so that most students will be well prepared for college and graduate school. To accomplish this goal, in September 2014 we are introducing a European History Advanced Placement Course, a World History Advanced Placement Course, a Macro-Economics Advanced Placement Course, and a second English Advanced Placement Course for our Juniors. We are also moving the US History Advanced Placement Course from 12<sup>th</sup> to 11<sup>th</sup> Grade.

### Instructional Strategies/Activities

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

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

- Train Living Environment teacher to teach an Advanced Placement Biology Course for Juniors and Seniors.
- Have the US History Teacher teach an Advanced Placement Psychology Course for Juniors and Seniors
- Teachers will attend Professional Development offered by the College Board
- Conduct Mid-Year Reviews with the teachers to assess the student progress toward mastering the content and skills to succeed in the AP Biology Course and AP Psychology Course
- Calendaring Diagnostic and Predictive Tests
- PM School and Saturday Academy to prepare the students for the Biology and Psychology Advanced Placement Exams at the end of May 2014
- Conferencing students to monitor their academic progress
- Design a Recovery Plan to address student's academic deficiencies and avoid failure, immediately (This plan must identify the area of difficulty, assignment and assessment)
- Weekly, and Quarterly Review of Progress in November, January, April and June using the AARP Protocol

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

- David Vaders, AP Biology Teacher (1, 3, 4, 5, 6, 7, 8, and 9)
- Natasha Venner, AP US History Teacher (2, 3, 4, 5, 6, 7,8 and 9)
- Natasha Venner, AP Psychology (2, 3, 4, 5, 6, 7,8 and 9)
- James Malizio, AP European History Teacher (2, 3, 4, 5, 6, 7,8 and 9)
- Loren Rodriguez, AP World History Teacher (2, 3, 4, 5, 6, 7,8 and 9)
- Sarah Conn, AP Macro-Economics Teacher (2, 3, 4, 5, 6, 7,8 and 9)
- John Roukis, AP English 11<sup>th</sup> Grade (2, 3, 4, 5, 6, 7,8 and 9)
- Sally Wheelers, AP English 12<sup>th</sup> Grade (2, 3, 4, 5, 6, 7,8 and 9)
- Lori Bodner, AP Calculus (2, 3, 4, 5, 6, 7,8 and 9)
- Professional Development offered by the College Board (1, 2, 3)

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

- AP Diagnostic
- AP Predictive
- AP Scores by subjects from College Board

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

1. Train 12<sup>th</sup> Grade English teacher to teach an Advanced Placement English Course for Seniors by December 2014
2. Introduce an Advanced Placement English Course for Juniors by September 2014
3. Have the US History Teacher teach the Advanced Placement US History Course for Juniors and Seniors from September 2014 to June 2015
4. Introduce Advanced Placement Courses European History, World History and Macro-Economics by September 2014
5. Teachers will attend Professional Development offered by the College Board starting July 2013 and ending June 2014
6. Conduct Mid-Year Reviews with the teachers to assess the student progress toward mastering the content and skills to succeed in the Advanced Placement Courses in January 2015
7. Calendaring Diagnostic and Predictive Tests for September 2014, January 2015 and May 2015
8. PM School and Saturday Academy starting in September 2014 to prepare the students for the Advanced Placement Exams and ending in May 2015
9. Conferencing students to monitor their academic progress during the Grade Team Meetings every week starting in September 2014 and ending the first week of June 2015
10. Design a Recovery Plan in February 2015 based on the January Predictive Exams to address student's academic deficiencies and avoid failure, immediately (This plan must identify the area of difficulty, assignments and assessment)
11. After Action Review Protocol to Examine Data and Outcome in January and June 2015

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

1. Progress will be reviewed once a week during Grade Team Meetings
2. Diagnostic Tests in September 2015
3. Predictive Tests in January and May 2015
4. Saturday Academy will start in September to review for all the Advanced Placement Tests from 9:00 AM to 2:30 PM
5. PM Schools 2 to 4 days a week from 3:30 to 5:30 PM

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Communicate with parents to help them understand the connection between the Advanced Placement Program at MVA, as part of their children path to college
- Sharing Advanced Placement Program information and related activities with parents in a format, and in languages that they can understand
- Provide information to parents regarding the implementation of the Advanced Placement Courses by email, letters and at the Parent Association meetings
- Email the parents regularly informing them of the progress we are making in the implementation of the new Advanced Placement Courses
- Communicating the students' progress to parents using TeacherEase, our Monthly Newsletter: "High School Years," and phone calls and guidance conferences

**Budget and Resource Alignment**

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

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

- Parent Association Fund Raising
- School Fund Raising
- Donations
- CUNY, SUNY and New York University's College Now Program. The services provided by these programs will be combined with the instructional strategies/activities described above to ensure that we meet this goal.

## Goal and Action Plan #2

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

### Annual Goal #2

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

- By June 2015 and thereafter, our Juniors will start showing progress toward achieving College Readiness as **measured** by an 8 points increase in the Mean Scores in the Reading, Writing and Math SAT Tests, as per the College Board SAT Results for May and June 2014.

### Comprehensive Needs Assessment

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

- A comparison of the SAT results for 2012-13 and 2013-14 indicates our students' Mean Scores increased from 432 to 444 in Critical Reading, from 461 to 481 in Math, and from 448 to 456 in Writing. However, in spite of these increases, our student's scores are still below the national average. The State's Mean Score for Critical Reading is 485, while the National Average is 496. In Math, the State's Mean Score is 501 and the National Mean Score stands at 514. In Writing, the State Mean Score is 477 and the National is 488. As the data show, we are rapidly catching up with the State's Mean Scores in the SAT. However, the gap between our student's Mean Scores and the National's is quite large. We have to continue solidifying our SAT Prep Program and increasing academic rigor to provide our students the opportunity to attend top colleges in America. So, we want to increase our students' Mean Scores in the SAT by at least 8 points over the 2013-14 year in each SAT area.

### Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1. Continue introducing and revising the SAT Prep classes in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades
2. In 9<sup>th</sup> Grade, we will strengthen the reading and writing class for the SAT
3. In 10<sup>th</sup> Grade we will continue with Critical Reading and Math SAT Prep Classes
4. In the Spring, students in 11<sup>th</sup> Grade will take a SAT Math and Reading Review Prep Class after school
5. SAT Boot Camps for six to eight weeks on Saturdays
6. Create a National Merit Scholarship: Identify the students to be recipient of the NMS Award in 10<sup>th</sup> Grade
7. Use PSAT/NMSQT® Results to Improve Skills by conducting an item analysis of the 2015 PSAT tests and use the information to drive instruction
8. SAT Practice Tests will be scheduled for January 2015 and May 2015
9. Conduct an Item Analysis of the January 2015 SAT Practice Tests and use the results to provide targeted instruction on weak areas
10. Classroom visits and feedback to SAT Teachers by Principal and Assistant Principal
11. Mid-Year review of the SAT program in January 2015
12. Create a National Honor Society and organize induction into ceremony every year

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

1. Esther Cho, ESL/SAT Teacher (1, 2, 5, 7, 8 and 9)
2. Emily Sherwood, English Teacher (1, 3, 5, 6, 7 and 8)
3. Jeffrey Hamilton, Math Teacher (1, 3, 5, 6, 7 and 8)
4. Natasha Veneer, US History Teacher; College Readiness Coordinator (1, 4, 5, 6, 8, 9 and 11)
5. Sarah Geist, Algebra and Advanced Algebra Teacher (1, 2, 4, 5, 7, 8, and 9)
6. Carlosluis Perez, College Counselor, New York University (6, 7 and 11)
7. Principal and Assistant Principal (1, 2, 3, 5, 6, 7, 8, 9, 10, 11 and 12)

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

1. SAT Diagnostic Results January 2015
2. SAT Predictive Results May 2015
3. SAT Results July 2014 by The College Board
4. Progress Report's College and Career Readiness Index, November 2014
5. ATS Code Deck
6. PSAT Results for the School Year 2014-2015

**• Timeline for implementation and completion including start and end dates**

1. Continue introducing and revising the SAT Prep classes in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Grades starting in September 2014
2. In 9<sup>th</sup> Grade, we will strengthen the reading and writing class for the SAT starting in September 2014 using Curriculum Maps
3. In 10<sup>th</sup> Grade we will continue with Critical Reading and Math SAT Prep Classes as of September 2014
4. By March 2014, students in 11<sup>th</sup> Grade will take a SAT Math and Reading Review Prep Class after school every Friday
5. By April 2015, we will start the SAT Boot Camps for six to eight weeks on Saturdays
6. Conduct regular meetings of the National Merit Scholarship: Identify the students to be recipient of the NMS Award in 10<sup>th</sup> Grade
7. In January 2015, use the College Board's PSAT/NMSQT® Results to conduct an item analysis of the 2014 PSAT tests and use the information to drive instruction
8. SAT Practice Tests will be scheduled for Mondays, January 2015 and May 2015
9. Conduct an Item Analysis of the January 2015 SAT Practice Tests by January 31, 2015 and use the results to provide targeted instruction on weak areas
10. Classroom visits and feedback to SAT Teachers by Principal and Assistant Principal will start in September 2014 and end in June 2015
11. Mid-Year review of the SAT program by January 2015
12. Continue strengthening the National Honor Society and organize induction into ceremony every year

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

1. Review the SAT Prep Teachers' Curriculum Maps to ensure alignment with the SAT Prep Curriculum and the Common Core State Standards
2. SAT Boot Camps: Intensive SAT Review program starting six to eight weeks before June test on Fridays and/or Saturdays. Cost of this program will be \$20 to \$25 per student, for materials
3. Identify by 10<sup>th</sup> Grade students who may be recipients of the National Merit Scholarship
4. Identify and select qualified students for the National Honor Society in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grades, based on Academic Performance and Effort
5. Conduct an After Action Review of the PSAT in January 2015

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct workshops for parents on the SAT Prep Plan and our SAT Goal
- Communicate to parents and students the creation of the National Merit Scholarship, National Honor Society and SAT Boot Camp
- Share with parents information and related activities of the SAT Pre Plan, as part of our College Readiness Programs, in a format, and in languages, that they can understand at the Parent Association Meetings and the School Leadership Team Meetings every month
- Provide information to parents regarding the implementation of the SAT Prep Plan by email and letters
- Communicating with parents through Teacher-Ease, our Monthly Newsletter: "High School Years," and phone calls the progress our children are making as they prepare for the SAT

**Budget and Resource Alignment**

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

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

- Parent Association Fund Raising
- School Fund Raising
- Donations
- CUNY, SUNY and New York University's College Now Program. The services provided by these programs will be combined with the instructional strategies/activities described above to ensure that we meet our goal

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

- To align curriculum and instruction across all the subject areas with the Common Core State Standards and Danielson's Framework for Teaching by creating new Curriculum Maps and Understanding by Design Units of Study by June 2015.

#### **Comprehensive Needs Assessment**

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

- To continue implementing the Citywide Instructional Expectations and continue upgrading our curriculum to prepare all students—including students with disabilities and English language learners—for college, each teacher will create a Performance-Based Assessment Units connected to the Common Core State Standards. These units will be cognitively demanding and engaging mini-portfolios, through which the students will demonstrate mastery of the CCSS. The units will be planned using Understanding by Design (UbD).

#### **Instructional Strategies/Activities**

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

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Plan and conduct Professional Development on the Common Core State Standards
2. Plan and conduct Professional Development on the Danielson's Framework and its relationship to the Common Core State Standards
3. Revise the UbD Performance Tasks to reflect the Common Core State Standards and the application of the Intellectual Standards to the Elements of Thinking
4. Complete the revisions of the Curriculum Maps to align them with the Common Core State Standards
5. The teacher will implement the Understanding by Design (UbD), Performance-Based, Unit of Study for the students to demonstrate understanding of the CCSS
6. The Curriculum Maps and Units of Study will be reviewed during our Faculty Meetings
7. Student's works will be reviewed and discussed to ensure alignment with the Common Core State Standards and our Critical Thinking System
8. The principal and assistant principal will review all Curriculum Maps and Units of Study to establish alignment with the Common Core State Standards

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

3. All teachers (1, 2, 3, 4, 5, 6, 7 and 9)
4. Assistant Principal (3, 4, 5, 6, 7, 8 and 9)
5. Principal (1, 2, 3, 4, 5, 6, 7, 8 and 9)
6. Professional Development offered by the Department of Education/CFN (10)
7. Professional Development offered by outside vendors (1 and 2)
8. Conferences and workshops (1 and 2)

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

1. By October 2014, teachers will review and submit a Curriculum Map aligned to the Common Core State Standards and as evidence of Planning and Preparation
2. By November 2014, teachers will submit a UbD Template aligned to the Common Core State Standards for the Unit of Study, as evidence of Planning and Preparation
3. By January 2015, teachers will have taught a UbD Unit of Study aligned with to the Common Core State Standards
4. A collection of student's works from the UbD Units will reflect the Common Core State Standards by January 31, 2015
5. The Professional Development Plan for the School Year 2014-15 and monthly Faculty Meeting Agendas will show the Professional Development offered to teachers on the Common Core State Standards and the Danielson's Framework for Teaching
6. The student work will be on display around the school starting in September 2014
7. Our teachers will participate actively in Professional Development on the Common Core State Standards and the Danielson's Framework offered by our CFN throughout the school year

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

1. September to November 2014: Curriculum Maps

2. November 2014: Fall's UbD Units
3. April 2015: Spring UbD Unit
4. September 2014: Professional Development Plan
5. September 2014 to June 2015: Grade Team Discussion on Student's Work
6. September 2014 to June 2015: Faculty Meeting Professional Development

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

1. Faculty Meetings will be held twice a month focused on Professional Development about the Common Core State Standards and the Danielson's Framework for Teaching
2. The Curriculum Maps and UbD Units will be discussed and tune-up at the Faculty Meetings
3. Weekly Grade Team Meetings will be used to discuss the alignment of student's work to the Common Core State Standards and the Danielson's Framework for Teaching
4. The teachers will attend workshops on the Common Core State Standards and the Danielson's Framework for Teaching offered by the CFN Instructional Specialists and other outside providers, such as Math for America

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide assistance for parents to understand City, State and Federal Standards and Assessments' related to the Common Core State Standards.
- Providing materials on the Common Core State Standards to help parents understand our instructional expectations
- Discuss the Common Core Standards and the Danielson's Framework at the Parents Association Meetings
- Invite parents to our student's Portfolio and UbD Units Presentations in January and June 2015

**Budget and Resource Alignment**

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

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

- Schools' funds raised by the Parents' Association
- Private parties' donations to the school
- Fund raising conducted on behalf of the school by private entities

## Goal and Action Plan #4

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

### Annual Goal #4

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

Ninety percent (90%) of our teachers will demonstrate progress in the Questioning and Discussion Techniques and Engaging Students in Learning Components of the Danielson's Framework for Teaching

### Comprehensive Needs Assessment

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

A close review of our Student's Survey Results shows that only 53 percent of the students feel excited about learning. Likewise, observations by the Principal and Assistant Principal and classroom visits by the CFN Leaders and Principals using Danielson's Rubrics identified Questioning and Discussion Techniques as another area for improvement.

### Instructional Strategies/Activities

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

#### • Strategies/activities that encompass the needs of identified subgroups

1. Plan and conduct Teacher-Led Professional Development on the Danielson's Framework components for Questioning and Discussion Techniques and Engaging Students in Learning every Monday
2. Observations and feedback by Principal and Assistant Principals
3. Teacher inter-visitations
4. CFN Principals' Instructional Rounds
5. Teacher's Portfolios Roundtables

#### • Key personnel and other resources used to implement each strategy/activity

1. All teachers
2. Assistant
3. Principal
4. Professional Development offered by the Department of Education/CFN
5. Professional Development offered by outside vendors
6. Conferences and workshops

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

1. From September 2014 to January 2015, all the Professional Development Activities each Monday will be focused on Engaging Students in Learning
2. From February 2015 to June 2015, the focus of all Professional Development will be on Questioning and Discussion Techniques
3. The Professional Development Plan for the School Year 2014-15 and Faculty and Department Meeting Agendas will show the Professional Development offered to teachers on Engaging Students in Learning and Questioning and Discussion Techniques
4. Our teachers will participate actively in Professional Development on the Danielson's Framework offered by our CFN throughout the school year

#### • Timeline for implementation and completion including start and end dates

13. September 2014 to June 2015 "Awesome Monday" Professional Development

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

1. By-Weekly Professional Development on the Danielson's Framework for Teaching Components
2. By-Weekly Department Team Meetings will be used to discuss specific Questioning and Discussion Techniques and Engagement in Learning strategies as part of the Danielson's Framework for Teaching
3. The teachers will attend workshops on the Danielson's Framework for Teaching offered by the CFN Instructional Specialists and other outside providers, such as Math for America

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Discuss the Danielson's Framework at the Parents Association Meetings
- Share our focus on Questioning and Discussion Techniques and Engagement in the Parents Association meetings
- Share our focus on Questioning and Discussion Techniques and Engagement at the School Leadership Team meetings

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• SAT Literacy (9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> Grades)</li> <li>• Credit Recovery</li> <li>• Writing Lab</li> <li>• Repeated Readings</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• Reading Club</li> <li>• Stress on Analytical Reasoning Skills (SOAR)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One Tutoring</li> <li>• Small Group Tutoring</li> <li>• Detention</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• AM School</li> <li>• PM School</li> <li>• Saturday Academy</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• SAT Math Literacy</li> <li>• Credit Recovery</li> <li>• Math Portfolio</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• STEM Club</li> <li>• Stress on Analytical Reasoning Skills (SOAR)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One Tutoring</li> <li>• Small Group Tutoring</li> <li>• Lunch Detention with Teacher</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• AM School</li> <li>• PM School</li> <li>• Saturday Academy</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• SAT Math Literacy</li> <li>• Credit Recovery</li> <li>• Math Portfolio</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• STEM Club</li> <li>• Stress on Analytical Reasoning Skills (SOAR)</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One Tutoring</li> <li>• Small Group Tutoring</li> <li>• Lunch Detention with Teacher</li> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• AM School</li> <li>• PM School</li> <li>• Saturday Academy</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Extra Help</li> <li>• Portfolio Revisions</li> <li>• SAT Math Literacy</li> <li>• Credit Recovery</li> <li>• Global History Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Instruction (no more than 10 students per teacher)</li> <li>• One-to- One Tutoring</li> <li>• Small Group Tutoring</li> <li>• Lunch Detention with Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• AM School</li> <li>• PM School</li> <li>• Saturday Academy</li> </ul>

	<ul style="list-style-type: none"> <li>• Globalization Portfolio</li> <li>• Test corrections</li> <li>• Online Delta Math Program</li> <li>• STEM Club</li> <li>• Stress on Analytical Reasoning Skills (SOAR)</li> </ul>	<ul style="list-style-type: none"> <li>• Lunch with the Principal</li> <li>• Lunch with the Assistant Principals</li> </ul>	
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>As part of our At- Risk Intervention Plan, we offer counseling for students and their families. The counseling is provided by our Social Worker and a counselor from the Jewish Board for Family Services. Additionally, the principal and the assistant principal identify and follow up with students At-Risk. The teachers also identify the Lowest 24 performing students and students At-Risk of academic failure and provide academic intervention services. Likewise, they monitor weekly the performance of At-Risk students during their Grade Team Meetings.</p> <p>We call the student's homes daily to wake them up, if they have difficulties coming on time to school. We call this strategy, Wake-Up Calls. Also, we email the parents and send letters to their homes to keep them informed of their children monthly Lateness and Absences.</p> <p>We conduct Guidance Conferences with the students and their parents to devise the Academic Intervention Plan and/or Behavior Modification &amp; Intervention Plan</p>	<p>We provide Individual Counseling and Group Counseling in school. Some cases are referred for Outside Counseling</p>	<p>Academic Intervention and Behavior Modification services that we provide take place during the school day, before and after School and on Saturdays. Most services are provided in the school. However, difficult cases are referred to institutions out of the school</p>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

We will conduct Weekly Professional Development on Monday. The Professional Development will be planned and conducted by the teachers and our Lead Teacher for Professional Development. The first priority of this year Professional Development will be on The Danielson's Framework for Teaching's Questioning and Discussion Techniques and Engaging Students in Learning Components. We will be attending Professional Development on the Danielson's Framework-- and practicing with video clips of teaching-- throughout the year offered by the DOE and our CFN.

Our ELA and PD Lead Teachers will attend training on the Danielson's Framework for Teaching. We will continue our Teacher and school inter-visitations to learn and implement effective and engaging practices in the different subject areas.

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

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

Moreover, we will continue meeting twice weekly with each grade team of teachers to review practice and data (including student and teacher work) to inform instruction accordingly. In addition, we will send teachers to national conventions (most recently the "Critical Thinking Conference" for the Association of Critical Thinking and have turn keyed their findings and learning to the entire faculty. Also, teachers have attended the required trainings on Danielson and are required to develop their own growth plan which is then to be evidenced in the PD they choose to attend and implement. The practices learned are then verified through observation and sharing/implementation of best practices.

**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).

Professional Development is ongoing as a whole Teaching Staff and as individuals and departments in the Staff. As described above, PD is taken seriously and the school uses the DOE, the Network, as well as other providers to implement our PD Plan. The focus of the year is the implementation of effective Questioning and Discussion Techniques and Engaging Students in Learning.

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

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

Although we currently have no students in temporary housing, we do assure that the intent and purpose of other federal and state programs. We have provided training on the Vento Law and have sensitized the Staff on these issues. We also provide training on the "respect for all" requirement for students and Staff. In addition, there have been lessons on the The Discipline Code (twice yearly), our violence prevention rules in the 12 Non Negotiable Rules and Regulations as well as the federal mandate for bus drills to prevent violence or lack of safety on the bus. In addition, trainings and discussion on the laws surrounding Bullying and Cyberbullying have been presented. The financial rules, obligations and responsibilities for the SSP, the BEDS Survey, The NYSTL Program and other local rules and regulations as per the DOE Chancellor's regulations is an ongoing important focus for training and implementation.

## SWP Schools Only

### Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

### 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.

Data informs instruction at Manhattan Village Academy. The lowest 24 in each grade are identified, studies and plans developed for individual instruction. The Teachers Meet twice weekly to review this data and make decisions on the best practices that work for each student. In addition, the teachers review the targeted populations in Special Education, the lowest third in every grade and the English Language Learners to assure quality instruction and the successful use of instructional strategies for each child. We have developed leaders among our teachers to provide special education strategic instructional PD that is provided to teachers as well as for the struggling learners. Much time has been spent on reviewing and improving teacher differentiation in the class, and school leaders give direct feedback and ratings on these practices. The school leaders assure that the teachers use diagnostic testing in their practice as well as predictive testing in preparing students for various state and local exams—especially the SAT test, Advanced Placement and Regents Examinations. It is the result (data) learned in these types of assessments that inform our teaching practices. Each semester, teachers are provided a copy of their scholarship report in which indicators and plans for recovery and practice will be drawn. At the end of the day, each teacher is held (through their rating) accountable for the success of every child in their classrooms. We do not blame students. Rather, we use data and medial assessments to achieve success for all in State and Local Assessments.

## TA Schools Only

### Use of Program Resources

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

N/A

### 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).

N/A

## Parent Involvement Policy and Plan (PIP)

The PIP for Manhattan Village Academy describes how our school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (below) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., common core information, literacy programs for their children, math intervention and portfolios and use of technology for academic success;
- providing parents with the information and training needed to become effectively involved in planning and decision-making in support of the education and academic success of their children—specifically, parent Conferences, College Planning Seminars, Financial Aide Seminars and the availability of a college coordinator who will meet with them as needed.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; In this, the school has used and will continue to use the Teacher Ease program for [parents to monitor daily and weekly the progress of their child, in addition, parents are given access to ARIS and other written and online information to keep them informed and help their child to succeed.
- providing assistance to parents in understanding City, State and Federal standards and assessments; this is accomplished in many ways at Manhattan Village—in general by being available at any time to meet with and answer parent questions; specifically, the administrative staff works to help complete forms for the Lunch application which helps their child to succeed; the Guidance Department contacts parents frequently for at-risk conferences; parents of students whose attendance is poor or lacking are called in for conferences and guidance is given regarding state and DOE mandates for graduation; Guidance intervenes to provide parents with information for free health care and opens the way for students to receive counseling services inside and outside of the school; administrative staff routinely assist parents by providing information/assistance and as well as required forms to prove attendance/enrollment of their child and to meet Social Security and New York City requirements to meet requirements to receive public assistance.
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; parents are invited routinely for parent-teacher conference; 9<sup>th</sup> Grade parents are invited to several orientation conferences to explain how we will support them and their child as they go through the four years Manhattan Village Academy including course work, Regents Examinations and Portfolios required as well as our specific graduation requirements. In addition, parents are invited to the Parents Association Meeting monthly, the Awards Dinner, and are invited to participate in the School Leadership Meetings (monthly).
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; parents are invited to help support the school by participating in giving vocational or other conferences to students and are called upon occasionally to attend trips or other events related to student success.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents especially during the School Leadership Meetings and the Parents Association meetings, to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms—especially the School Survey-- 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, the Parent Coordinator and members of the school's Parent Association (PA), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program (and all of its programs) as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- help to engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills as needed or required;
- ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development to support them in helping their children to achieve their goals and success, especially in developing critical thinking and leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and the school staff will provide parent assistance and workshops/conferences based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file reports and accountability reports as required;
- will conduct parent workshops/conferences/meetings with topics that may include: parenting skills, understanding educational accountability grade-level core curriculum and the schools assessment expectations; literacy, accessing community and support services; and technology training to build our parents' capacity to help their children to be successful in their lives at home/community and in a college environment;
- 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 (for the entire parent community) 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 meet with teachers, staff and/or administrators to work to assist in helping their child maximize success and will be allowed to provide insights and suggestions as to how best to help their child succeed;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- will organize as often as required a Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address student academic progress and requirements as well as individualized needs and allow parents to express and explain the ways their children can best be helped.;

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

- holding an annual Title I Parent Curriculum/Expectations Conference with the newer parents—especially the 9<sup>th</sup> Grade Parents;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year e.g. Informational Evenings, Concerts, Award Ceremonies etc.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- work at establishing a Parent Resource Center/Area or lending library; instructional materials for parents as necessary;
- hosting events to support and celebrate their role in asserting leadership in education for their children: parents/guardians, grandparents and foster parents all welcome;
- 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 and to provide explanation of their children's progress and what obstacle may be inhibiting their child's success;
- developing and distributing a school information or web publication (on the school website) designed to keep parents informed about school activities and student progress;
- providing school letters/information for regular written communication between teachers and the home in a format, and to the extent practicable, in the languages that parents can understand;

Manhattan Village Academy is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, and 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 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.

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

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 (to which all parents are invited by the PA) 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 as required or necessary;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance (above 90%) 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 surfs the internet, watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, the School Band, team sports and/or quality family time;
- encourage my child to follow school’s 12 Non Negotiable Rules and the NYC Discipline Code rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist when possible 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, teachers and staff, my community and others’ property;
- practice REASON- RESPECT-RESPONSIBILITY (3Rs) in all of my interactions with others
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn through hard work and perseverance.

2.

**DBN: 02M439**

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated<sup>2</sup>. **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	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.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$191,965.00	X	See action plan
Title I School Improvement 1003(a)	Federal			See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			See action plan
Title III, Part A	Federal			See action plan
Title III, Immigrant	Federal			See action plan
Tax Levy (FSF)	Local	\$2,176,544.00	X	See action plan

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>439</b>
School Name <b>Manhattan Village Academy</b>		

### 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 <b>Hector Geager</b>	Assistant Principal <b>Sidney McAdams</b>
Coach	Coach
ESL Teacher <b>Esther Cho</b>	Guidance Counselor <b>Elly Feinstein</b>
Teacher/Subject Area <b>Elizabeth Rodriguez/Spanish</b>	Parent <b>Randy Jaquez</b>
Teacher/Subject Area <b>Emily Sherwood/Literacy</b>	Parent Coordinator <b>Ircania Vega</b>
Related Service Provider <b>Susan Hedrick</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>417</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>3.84%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained										1	1	1		7
Push-In										1	1	1		3
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	6	0	10

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	4

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	7		1	5		2	4		4	16

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		
<b>Total</b>	7	0	1	5	0	2	4	0	4	16
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	2	2		12
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3				3
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>16</b>								

## 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)										3	1			4
Advanced (A)										3	2	3		8
Total	<b>0</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>12</b>								

**NYSESLAT Modality Analysis**

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

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				
Integrated Algebra	5		4	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	3		1	
Living Environment	3		2	
Physics				
Global History and Geography	2		2	
US History and Government				
Foreign Language	2		2	
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.  
Of our population of 16 ELLs, 4 are Intermediate, while the rest are Advanced. Thus, there is no current assessment tool needed to assess early literacy skills. At MVA, ultimately, the assessment that matters for the ELLs is the Regents; particularly those required to get an Advanced Regents Diploma. Teachers use ongoing assessment, diagnostics, and predictives based on actual Regents material,

which obviously is mostly grounded in reading and writing (and listening comprehension for the ELA Regents, which is practiced in the 9<sup>th</sup> and 10<sup>th</sup> grades as well). In addition, ELLs take ACUITY tests to gauge development of reading comprehension and writing skills. NYSESLAT results are considered when preparing students for the ELA Regents, but otherwise, all assessment considerations are Regents-based.

Teachers conduct item-analysis research based on students' performance on practice Regents exams and predictives, and then based on this information, target instruction in the weak areas. They develop an academic intervention plan to know which subject area and teacher students should go to for Extended Day, PM School, and Saturday Academy. The insight this data provides is that our ELLs score lower in critical reading and analytical reading. This information in turn informed our instructional plans in that additional literacy classes were provided in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. In 12<sup>th</sup> grade, they are taking an extra college writing class to support their transition to writing in college.

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

Data patterns across proficiency levels on the LAB-R and NYSESLAT and grades show a positive correlation: students who increase their score in a modality or overall proficiency level each year also show an improvement in their report card grades. However, there are also ELL-SWD students who have "plateaued" at Intermediate, or show erratic patterns.

For example, the NYSESLAT data shows that one ELL-SWD student performed at an Intermediate level one year, at Beginner level the next, and then back to Intermediate the following year. Another student went from Advanced in 2011 to Intermediate in 2012. Another ELL-SWD student plateaued at Intermediate for three consecutive years (2011-2013).

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 [AMAQ tool](#))

Patterns across NYSESLAT modalities in the data show that our ELLs are stronger in their listening and speaking skills, but weaker in their reading and writing skills. This information in turn informs our instruction and programming for the upcoming school year, which will place special emphasis on these two modalities through the development of reading and writing skill-building enrichment classes.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school conducts Periodic Assessments. The school leadership and teachers are using the results of the Periodic Assessments to inform individual classroom instruction in designing curriculum, and providing extra literacy classes and math classes. We discuss the results of the Periodic Assessment at faculty meetings, Professional Development, and grade team meetings. For example, we are implementing reading more non-fiction and critical reading.

Please refer to Question #2 regarding patterns across proficiencies and grades. ELLs do not take tests in their native language in their classes as our program model is English-immersion in a self-contained ESL environment. Students are offered to take Regents exams in their native language, but they usually decline the option; since they learned and are familiar with the content vocabulary in English, reading these content words in their native language actually causes confusion, especially when they are poorly translated on the exam. ELLs at MVA take the Acuity Test as their periodic assessment along with the rest of their grade, in lieu of the ELL Periodic Assessment.

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](#).)

N/A

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

We use performance-based assessments, such as the portfolios. In 9<sup>th</sup> grade, they write an extensive, nine-chapter autobiography about their families, languages, and cultures, which provides background information about the child. In 10<sup>th</sup> grade, a Global Studies portfolio is submitted, and math in 11<sup>th</sup> grade. In the process of completing portfolios, they are given direct feedback about their writing assessed by doing drafts and re-writes. They are given feedback in their reading by doing research, under guidance of the subject teacher, and speaking, by being required to prepare a presentation and to answer questions as a final assessment of their understanding for that portfolio. Since the portfolios span the content areas, every content teacher teaches in such a way that they are building the students' English language skills.

Bilingual glossaries and dictionaries are provided. For Spanish-speaking students, I frequently make references to cognates when they come up in context in lessons. Students' native languages are also considered in instructional decisions, when choosing classic literature that is culturally-relevant and engaging, such as "When I was Puerto Rican," "House on Mango Street," or "Color of my Words."

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

The success of our programs for ELLs are evaluated based on Regents scores, ELA periodic assessment scores, NYSESLAT scores, and report card grades in individual subject areas.

Also, based on how many students graduate in 4 years, how many pass the NYSESLAT and exit ESL, pass the Regents. We also meet our AYP. We also evaluate our success based on the NYS annual review of the school.

## 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 enters MVA and the New York City Public School System for the first time, they are given a Home Language Survey and informal oral interview, administered and conducted by the NYS-licensed ESL teacher to see if a language other than English is listed as the one spoken at home. The student is identified for testing at the intake interview, where they are given an informal oral interview which checks to see if they demonstrate speaking another language in their HLIS and interactions with their parents. Esther Cho is the ESL teacher, who is also the ESL Coordinator, administers the HLIS, and speaks Spanish, Korean, and conversational Haitian-Creole. If a language other than English is spoken at home, the student is administered the LAB-R. If the student does not pass the cut-score, the student is then considered entitled and offered the appropriate ELL services. This process, from identification to placement, spans ten days from the day the child is enrolled in school.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The timeline is within ten days of student enrollment. Within ten days that the LAB-R is administered, Ms. Cho, the NYS-licensed ESL teacher, conducts an orientation for all new ELLs and parents in which the Parent Orientation video is played in their respective languages and the ELL brochure is provided in their languages. All three programs are introduced and explained: ESL, Dual Language, and Bilingual. Translators are available on standby to translate any questions.

Ms. Cho contacts the parents through letters and/or phone calls. MVA ensures that parents understand all three program choices when students attend the Open House and are interviewed at MVA. All ELLs have entered MVA through a selective process in which they have chosen MVA—with the understanding that a free-standing ESL program is offered. Parents at MVA are explicitly told that they have three program options to choose from, though they overwhelmingly opt for ESL as that is the current program in place. Parents who have indicated a TBE/DL program are notified that they will be contacted when the program becomes available at MVA and when there are at least 20 students who speak the same language in each grade, for whom parents/guardians chose a bilingual program placement.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the orientation, all three programs are again reviewed, and at this time, parents are provided the entitlement letter and Parent Survey and Program Selection form, which is also translated in their respective native languages. After they are distributed and filled out in person, these documents are then collected and placed in the official files of the newly-entitled ELLs, which are stored in the main office. Continued entitlement as well as non-entitlement letters are distributed at the beginning of each year in person to the students, and collected in person from the students. The NYS-certified ESL teacher, Ms. Cho, also keeps a copy of each document

in a binder in her classroom.

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.

At the orientation, after learning about the three programs available (TBE, DL, and ESL), parents indicate their program choice on the Parent Survey and Program Selection form after being informed of their choices via the Parents Orientation Video and brochure and having translators available to translate any questions. Shortly after, parent choices are honored, and placement letters are distributed and collected. This is placed in students' main files and a copy is placed in a binder in Ms. Cho's classroom. The ELPC code is then entered into ATS within 20 days. Continued entitlement letters are also distributed at the beginning of the year based on that year's NYSESLAT scores and collected and placed in students' main files. A copy is placed in a binder in Ms. Cho's classroom.

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.

The ESL teacher, Ms. Cho, administers NYSESLAT testing, which begins with the speaking section at the beginning of April. The listening, reading, and writing sections are administered at the beginning of May. Steps are taken to ensure that all ELLs receive the NYSESLAT annually. Students are identified as being NYSESLAT-eligible according to ATS reports, such as the LAT screen.

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. *①*

The school monitors trends in parent choice by analyzing the cumulative results of the Parents Survey and Program Selection form from each year. The trend in program choices shows that parents have overwhelmingly requested free-standing ESL as their program (100%), as all ELLs have entered MVA through a selective process (required Open House and interview) in which they have chosen MVA—with the understanding that a free-standing ESL program is offered. Parents are informed that if they are interested in the other two programs (TBE and DL), that they could transfer their child to a different school where their choice is currently available, however, parents prefer to keep their children at MVA. They are also informed that as per the ASPIRA Consent Decree, if there are 20 or more ELLs in any single grade that speak the same language and desiring a bilingual program, then one could be opened up. However, since the total ESL population at MVA has historically been small (typically staying below 20 students total in the whole school), parents would rather opt for the free-standing ESL program, which their children could be placed in right away.

## 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])?

MVA offers ELLs a free-standing ESL program that emphasizes English-language acquisition and necessary skills that can be applied to all content areas. The students are placed in heterogeneous-level, ungraded, self-contained, English-immersion classes in which the language of instruction is English, while they also see the school's certified ESL teacher in their individual content-area classes (push-in).

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All ELLs at MVA receive their entitled services based on the CR Part 154. Each ELL at MVA who is of an Advanced proficiency receives 180 minutes of ESL through self-contained ESL classes with Ms. Cho, literacy classes, and 225 minutes of ELA per week; ELLs at an Intermediate proficiency receive 360 minutes of ESL through self-contained ESL classes with Ms. Cho, literacy classes, and 225 minutes of ELA per week. There are currently no ELLs of a Beginner proficiency at MVA. The schedule allows for all mandated minutes, in that all of the

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.

All ELLs, regardless of their length of services, are actively engaged in a standards-based academic curriculum at MVA that integrates the Common Core Learning Standards. Teachers maintain student portfolios, which allow for careful, concrete tracking of a student's progress over the course of a school year. MVA emphasizes student production that is task-oriented and project-oriented. While various ESL methodologies (such as scaffolding, use of visuals, differentiated instruction) have found their way into the mainstream classrooms at MVA to aid students in the demands of the CCLS, there is a general instructional emphasis on the Communicative method within the freestanding ESL classes. At MVA, materials and media play an important role in having students actively involved in the learning process, and many of the materials found in the classrooms are task-based and encourage Communicative language use. All content areas integrate the four modalities (listening, speaking, reading and writing) while engaging students with contextualized input that encourages critical thinking that serves a purpose in the real world.

Resources are available, such as Spanish texts and textbooks in Spanish, as well as dictionaries. Portfolios are performance-based assessment units, and are used to make content comprehensible and foster language development by engaging students in meaningful projects allowing them to interact with language. Additionally, although our program emphasizes English language immersion, there is native language support for the content areas when it comes up in context; cognates are used by our diverse staff, who speak a range of languages.

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

N/A

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

ELLs are evaluated in all four modalities of English acquisition throughout the year by taking an in-house ESL assessment that tests all four modalities and measures their progress and improvement in all four areas throughout the year. This test is administered periodically throughout the year (September, December, March, June).

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).

As mentioned earlier, every day, all 16 ELLs at MVA are placed together in the same heterogeneous-level, ungraded, self-contained, English-immersion classes taught by the school's certified ESL teacher, in which the language of instruction is English, while they

also take literacy classes. In content classes such as Global Studies, learning is differentiated according to subject and grade, and ability level (CTT classes). Differentiated instruction is also provided to the various ELL subgroups in the self-contained class through learning stations. On most days, students will work on different tasks according to their level, or have the same task, but adjusted to their level. For example, if the activity is to write about their immigration experience, some groups would get scaffolded graphic organizers, while others would get sentence starters. There are also activities where levels are heterogeneous and students work together on a group project, but are grouped strategically; for example, a long-term ELL who speaks Spanish will be in the same group as an intermediate ELL who also speaks Spanish.

Differentiation also happens by level and need. For example, teachers differentiate the task, assignment, and assessment, and individualize learning plans. For former ELLs, we offer extra help in reading, writing, and math after school, as well as a double period of Math and English. They are also entitled to continue having testing accommodations for up to two years. Newcomer students at MVA do not fit the classic profile in that they may have been in the country for less than three years, but who have already had English schooling and place at the Intermediate or Advanced levels. SIFE students are tracked closely by teachers and administration and academic intervention plans are developed and implemented using diagnostic and predictive tests. In general, the ELLs receiving service 4-6 years are also ELL-SWDs; their individual IEPs help to develop out instructional plans for them.

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?

Teachers of ELL-SWDs give students support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups. MVA has an extensive library with books to serve all levels; there is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources. ELLs are engaged in a standards-based curriculum that incorporates the CCLS, and is designed to strengthen ELL-SWDs' integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas.

The materials we provide are cognitively appropriate and content specific. For example, we use a program called "Analytical Reading and Reasoning" textbook based on a program to help students develop analytical reading. As find through the diagnostic test their appropriate academic level, then we scaffold instruction. This also helps to accelerate English language acquisition. The special education team meets, reviews their IEPs, and programmed according to their needs. We also use SESI to further review students' IEP needs.

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?

ELL-SWDs achieve their IEP goals and attain English proficiency through learning in a CTT environment. The criteria we use to place ELL-SWDs in ICT classes is according to what their IEPs say.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English

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

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


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

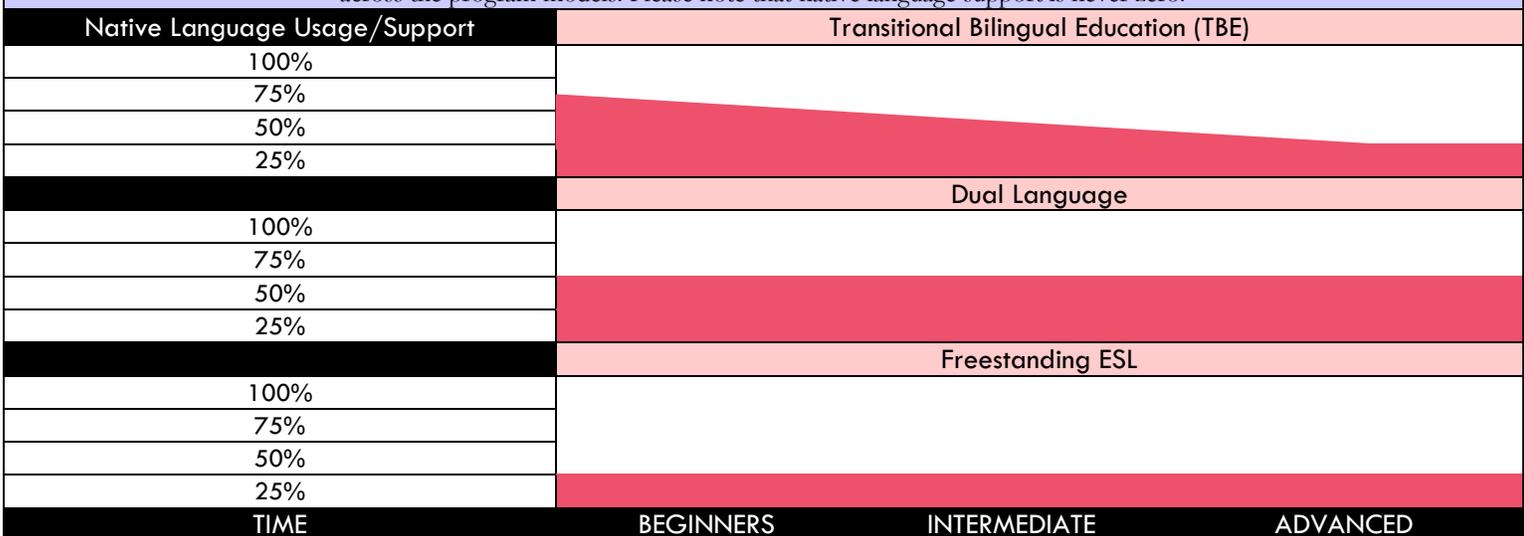
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- All ELLs, regardless of their subgroup, are expected to complete five portfolios (in ELA, Global History, Math, Globalization, and Physics) and graduate with a Regents diploma. To aid ELLs in meeting these requirements, there are supplementary programs such as extra help after school, as well as Saturday Academy, which builds skills such as writing and Regents preparation.
- With regard to targeted interventions in each content area, we also have double periods of math, English, history, as well as literacy classes. Also, an extra year of English, Math, History, and Science.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELLs are given appropriate support in each content area, with emphasis on those that have Regents exams (in 9th grade, Integrated Algebra and Earth Science; in 10th grade, Global History, Geometry, and Living Environment; and in 11th grade, in US History, Trigonometry, and ELA). ELLs receive literacy support appropriate for all of these content areas, and actual content support in subjects such as Social Studies. F-ELL students who have tested as Proficient on the NYSESLAT exam while at MVA receive the same support as entitled ELLs. ELL students not only have access to support from the ESL teacher, but they also get their own learner dictionaries and accounts on sites such as Visual Thesaurus, with the aim being that students can build literacy skills on their own.
- As far as assessments, we also use diagnostics, predictives, acuity, the PSAT. We review this data in September, in the middle of the first marking period in January, the middle of the spring term, and in June. Since we are a small school, each teacher is aware they are teachers of ELLs and who the ELLs are in their rooms.
11. What new programs or improvements will be considered for the upcoming school year?
- As mentioned earlier, there is a subject-area portfolio due each grade, and a portfolio preparation class incorporated into students' schedules for that subject. One improvement that will be considered is having the ESL teacher push in to the portfolio preparation classes in each grade to provide more individualized attention and feedback to ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Supplementary services were mentioned in Question # 9. Regarding after school services, ELLs are afforded equal access to all school programs and encouraged to participate in the MVA community through the Student Government, Student Tour Guide Group for MVA's Open Houses, and Sports programs. These programs are advertised through announcements and posters. We do have ELLs who participate in these activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Adapted materials are produced through the collaboration of content-area teachers and the ESL teacher. MVA also has an extensive library with books to serve all levels, including a collection of adapted classics. There is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources, apps, and audio/visuals.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students whose native language is Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The resources used are developmentally appropriate for ELLs' ages and grade levels, regardless of proficiency levels. For example, Intermediate ELLs are not given elementary school-level books with juvenile content. Instead, they are upheld to engage in the academic curriculum at MVA, and will read the classics along with their peers, but with adequate support in the form of adapted versions, and pre-teaching of vocabulary and academic function words by the ESL teacher. Services are based on academic level and needs.
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.
- All ELL students attend our Summer Bridge enrichment program prior to starting their 9th grade year; transfer students also attend. New ELLs who enroll throughout the school year can attend our Saturday Academy.
18. What language electives are offered to ELLs?

Students who speak Spanish often take Spanish as an elective, though many opt to take the other language elective, which is Latin.

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)?

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.

The professional development that MVA teachers participate in on a weekly basis addresses the issues of the four modalities, how to design engaging lessons that meet the Common Core Learning Standards with ELLs in mind, as well as the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The ESL teacher joins each grade team's meeting once a week to discuss issues pertaining to the ELLs and share ESL methodologies and strategies to scaffold understanding. Special attention is given to the 9<sup>th</sup> grade team to assist 9<sup>th</sup> grade teachers in assisting ELLs as they transition from middle school to high school. We also have the MVA Summer Bridge program to transition students from middle school to high school, during the month of July before they start at MVA. Due to the high number of F-ELLs and Generation 1.5 students at the school, all teachers throughout the content areas engage in ELL training led by the ESL and Special Ed teachers, scheduled in our weekly professional development meetings. As far as our PD schedule, we have weekly grade team meetings where PD is conducted based on student work. Twice a month, there are faculty meetings where Common Core standards and New Teacher Evaluation system, data analysis. Staff members also take turns leading PDs; one week the guidance counselor, the next week, special education, then the speech therapist, then the parent coordinators, along with the ESL teacher. The ESL and Special Education teachers meet the minimum hours of ELL training by attending PDs offered by the CFN on the Chancellor's day of PD.

## 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?

The families of ELLs at MVA are included in the school community through MVA's monthly Parent-Teacher Association meetings, school information that is accessible on the school website, regular contact between advisors and parents that evaluates the needs of parents, and translated material sent home in high-incidence languages.

At MVA, the parent coordinator, social worker, and health aide offer resources in high-incidence languages. Furthermore, all teachers use TeacherEase as a platform for parent communication; all parents are instructed on how to sign up, log-in, and keep track of their child's performance. Parental involvement activities such as the Parent-Teacher Association, evaluates and addresses the needs of the parents. Parents' needs are evaluated through surveys. Based on the results of the surveys, parental involvement activities address the needs of the parents through seminars that are conducted during PTA nights such as FAFSA, personal finance, applying to colleges. Translation services are available at these events by school staff who speaks the languages of the parents attendees. We also partner with CBOs such as the Jewish Family Services and the Peer Health Exchange program at NYU.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Manhattan Village Academy</u>		School DBN: <u>02M439</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Hector Geager	Principal		11/15/13
Sidney McAdams	Assistant Principal		11/15/13
Ircania Vega	Parent Coordinator		11/15/13
Esther Cho	ESL Teacher		11/15/13
Randy Jaquez	Parent		11/15/13
Elizabeth Rodriguez	Teacher/Subject Area		11/15/13
Emily Sherwood	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		1/1/01
Elly Feinstein	Guidance Counselor		11/15/13
	Network Leader		1/1/01
Susan Hedrick	Other <u>Special Education</u>		11/15/13
	Other _____		1/1/01
	Other _____		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: 02M439 School Name: Manhattan Village Academy

Cluster: 1 Network: 112

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

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

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

In collecting the Home Language Survey each year, the school administration and the ESL Coordinator reviewed the information and breakdown to provide for student/parent needs. The School Staff, at the direction of the administration will submit documents and translation requests (verbal and written ) to the Translation Unity of the DOE. The major documents will be prepared in the three most prominent home languages of our school as well as other languages as needed.

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.

In general the greatest need in our school community is to provide assistance and translation in the Spanish Language for parents who have limited or minimal understanding of written and/or spoken English. The second greatest need is to provide translation (written and oral) to parents in Chinese and/or Mandarin. This need varies from year to year. The findings were reported by taking action to assure that parent requirements are met. There are signs posted at the reception desk to provide parents with a way to ask for translators as necessary.

## Part B: Strategies and Activities

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

We will continue to use the services of Staff members who speak the needed languages for translation and interpretation. In addition, we will use the DOE Translation Service Unit to assist in translating major documents, confidential information, and requests. All four of the Office staff are fluent in Spanish. There are teachers/administrators who are fluent in numerous languages to resolve immediate needs in Chinese/Mandarin, French, Italian, Polish, Russian, Ukranian, modern Hebrew, Yiddish and Latin.

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

In addition to the above, the school will set up as required requests for live translations for parents who require it in a language that is not covered in the above.

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

The Regulation is described and given to parents in school documents provided to all at the start of the school year.