

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M427

School Name:

MANHATTAN ACADEMY FOR ARTS & LANGUAGE

Principal:

SIV BOLETSIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Manhattan Academy for Arts and Language 02M427
School Name: _____ School Number (DBN): _____
9-12
Grades Served: _____
111 East 33rd Street, New York, NY 10016
School Address: _____
212-576-0516 212-576-0518
Phone Number: _____ Fax: _____
Siv Boletsis sbolets@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Siv Boletsis
Principal: _____
Jori O'Neale
UFT Chapter Leader: _____
Blanca Garcia
Parents' Association President: _____
Siv Boletsis
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Blanca Garcia
_____ Maria De Los Santos, Mabel De La Cruz
Student Representative(s): _____

District Information

02 Marisol Bradbury
District: _____ Superintendent: _____
333 7th Avenue, New York, NY 10001
Superintendent's Office Address: _____
MBradbu@schools.nyc.gov
Superintendent's Email Address: _____
212-356-7514
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Yuet Chu
BFSC: _____ Director: _____
333 7th Avenue, New York, NY 10001
Director's Office Address: _____

YChu@schools.nyc.gov

Director's Email Address:

646-470-0721

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Siv Boletsis	*Principal or Designee	
Jori O’Neale	*UFT Chapter Leader or Designee	
Blanca Garcia	*PA/PTA President or Designated Co-President	
Lourdes Maldonado	DC 37 Representative (staff), if applicable	
Blanca Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Maria De Los Santos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mabel Acosta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jose Marcatoma	Member/ Parent	
Maria del Carmen Baez	Member/Parent	
Claudia Ramos	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Preferido Delgado	Member/Parent	
Jacqueline Incorvaia	Member/Teacher	
Normahiram Perez	Member/Teacher	
Nellie Turken	Member/Ed. Paraprofessional	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Manhattan Academy for Arts and Language is a high school for English Language Learners. The mission of our school is to provide a high quality education to English Language learners. Of the immigrant population we serve, 90% are newcomer ELL students, students who have been in this country between 1-3 years. 20% of these are SIFE students, students with interrupted formal education. Based on parent choice, students are either programmed for a free-standing ESL program or a Spanish transitional bilingual program. The free-standing ESL program consists of ESL classes and content area classes using ESL methodologies. The Transitional Bilingual Program consists of ESL classes, NLA and content area classes in Spanish. The transitional program is designed to demand increasing amounts of English as students transition through the grade levels. Data from our school-created assessments indicates that the majority of the students who enter MAAL, read below grade level in their native language and English. In most cases, our students' home countries did not provide the same opportunities for learning and the same requirements as the American school system. Students have no experience with standards-based or common core curriculum. This means that our challenge is to support our students' literacy and numeracy development while at the same time requiring our students to complete cognitively challenging tasks in two languages. We devote considerable resources to support students' literacy: we have a literacy consultant who works with staff one day a week, two bilingual instructional paraprofessionals that work in the classrooms and print and electronic classroom libraries that provide a wide range of literary and informational text. We also dedicate much of our meeting and instructional time to our literacy initiatives. We work to continually review and revise these initiatives to meet the needs of our population.

MAAL believes in developing the whole child and providing English Language Learners with a wide variety of arts experiences that they would not have otherwise. A unique feature of our small school is our strings music program. We have a full-time music teacher who leads the program and is accompanied by two NY Philharmonic musicians twice a week to provide students more individualized instruction. Every student at MAAL takes music and learns to play a string instrument. We currently have two sections of advanced level musicians who play the violin, cello or viola. The instruction is aligned to the CCLS and the teacher supports the school's goals and initiatives.

The elements of the Framework for Great Schools in which our school made the most progress over the past year is in the area of Collaborative Teachers.

We have made substantial progress in the area of Rigorous Instruction and continue

to do so. Because we want to continue to show progress, our area of focus will be Rigorous Instruction.

02M427 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	341	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	8	# Drama	N/A
# Foreign Language	18	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.1%	% Attendance Rate			82.0%
% Free Lunch	88.1%	% Reduced Lunch			1.6%
% Limited English Proficient	83.3%	% Students with Disabilities			6.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			6.1%
% Hispanic or Latino	89.1%	% Asian or Native Hawaiian/Pacific Islander			3.2%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			11.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.23
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	36.1%	Mathematics Performance at levels 3 & 4			65.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	60.4%	% of 2nd year students who earned 10+ credits			68.0%
% of 3rd year students who earned 10+ credits	68.1%	4 Year Graduation Rate			49.0%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

The rationale for this goal is in response to our review of the School Quality Guide that indicated : the low credit accumulation in first, second and third years in every grade level including lowest third; low regents scores particularly in the areas of Global Studies and Mathematics, and our low score in College and Career Readiness. Further review of data of incoming students, including over-the-counter, indicates students’ low literacy and numeracy levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will create rigorous curriculum and instruction aligned to CCLS that promotes college and career readiness so that all categories of ELLs can be supported by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>Create 10th period ELA and Global History courses for students who need to pass the regents examinations. Tie the NLA class to the 11th grade U.S History curriculum.</p> <p>Implement literacy interventions that include two bilingual paraprofessionals to support SWDs and ELLs.</p> <p>Block programming of the ESL and ELA classes at the emerging - level of ESL.</p> <p>Co-teaching in the 9th grade science class with a content and an ESL teacher.</p>	Holdover and SIFE students	ongoing	Teachers, administrators, teacher leaders
<p>Continue an extended day program that includes tutoring in all content areas and a Title III program with ESL and SAT preparation.</p>	All ELL students	ongoing	teachers, administrators, teacher leaders
<p>Work weekly with Teaching Matters consultant to train teachers on protocols on reviewing lesson plans, curriculum and assessments for rigor. Work weekly with Literacy Consultant to train teachers on building literacy.</p>	All ELL students	September to May	Consultants, teachers, administrators
<p>To use the MAAL lesson format that is aligned to the Danielson rubric with language objectives in support of ELLs across all content areas with a focus on DOK 3 and DOK 4.</p>	All students	ongoing	Teachers, teacher leaders

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Two bilingual instructional paraprofessionals, co-teaching in the 9th grade science class with a content and an ESL teacher. Software: ST Math, CastleLearning, MYON and Benchmark books. Two consultants- Teaching Matters and Center for Educational Options.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The end of first semester scholarship and regents data will show 10% gains – January 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Provide a system of socio-emotional support for 100% of students by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Work with licensed social workers from Bellevue Clinic who will provide counseling for recommended students.</p>	<p>At-risk students</p>	<p>September 2015 to June 2016</p>	<p>Administration, social workers</p>

Increase the academic and personal behaviors of students that support resiliency and college and career persistence	All students	September 2015 to June 2016	Guidance counselors, college advisor, teachers and administration
Support groups offered by guidance counselors	At-risk students	September 2015 to June 2016	Guidance counselors and administration
Arts program that includes a strings program, theater and visual arts.	All students	September 2015 to June 2016	Teachers and administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Guidance counselors, after-school support groups, Arts partners											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January 2016 attendance, scholarship and regents data will show a 10% increase.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Review of last year’s systems of monitoring and accountability indicated a need for more systematic implementation of inquiry cycles especially with regard to curriculum and assessment.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To establish a professional learning community for 100% of the teachers that implements a system of monitoring and accountability as it relates to student outcomes by June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Monitor each checkpoint on established calendar.		September 2015 to June 2016	Teacher leaders, teachers and administration
Meet with teacher leaders bi-weekly to assess progress and provide feedback.		September 2015 to June 2016	Teacher leaders and administration

Hold initial, mid-year and end-of-year meetings with each teacher to review progress. Review observations posted on Advance and logs of assistance.		September 2015 to June 2016	Teacher leaders, teachers and administration
Work with Teaching Matters consultant to train teacher leaders in implementing systems and protocols for inquiry cycles. Implement an SBO to allow professional learning to happen during the day that includes teacher team meetings and ensures participation of all educators. This makes teachers available for an extended day for students.		September 2015 to June 2016	Teacher leaders, teachers and administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teaching Matters consultant, Literacy consultant											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
At the end of the fall semester, January 2016, teachers should have completed one full inquiry cycle inclusive of regents data.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Review of scholarship and regents data, and credit accumulation trends, in addition to in-house reading assessments indicate the need for instructional goals that are focused on literacy development. As a result, structures will be implemented that will contribute to progress in student outcomes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be a 5% increase in scholarship, regents scores and credit accumulation by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Setting up professional learning communities with teacher leaders supporting school goals. Working with literacy consultant and Teaching Matters consultant.</p>	<p>All students</p>	<p>Ongoing</p>	<p>Teacher leaders, teachers, administration, consultants</p>

Creating interventions during the school day such as tying the NLA/ Global and U.S. History curricula, a double period of math for incoming 9 th graders, team-teaching in content area with ESL.	All students	Sept. 2015 to June 2016	Teachers, teacher leaders, administration
Hiring a college advisor and partnering with colleges. Increasing the number of students attending College Now.	All students	Sept. 2015 to June 2016	College advisor, administration, guidance counselors, Colleges
Implementing programs such as ST Math, MYON readers, CastleLearning that support low literacy and SIFE students.	All students	Sept. 2015 to 2016	Teachers, Administration, Teacher Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Consultants, SBO for professional learning communities during the day, college advisor											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monitoring of scholarship, attendance, regents data on an ongoing basis.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Family engagement consists of around 20 family members during PA meetings. 15% of parents are present during parent-teacher conferences and about 20% are present during FAFSA meetings, orientations and workshops.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parental involvement in PTA by 5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Plan more workshops for parents that involve relevant topics, such as, writing resumes, adapting to a new culture, adult education, etc.	Parents and guardians	ongoing	Parent coordinator, Principal, PTA officers
Offering ESL classes for adults	Families	October to May 2016	ESL teacher, Parent Coordinator, Principal

Purchasing software such as Rosetta Stone	Families	Sept. 2015 to June 2016	Parent Coordinator and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds for ESL instruction, purchase of software											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January 2016 monitoring of parents and family members who attended parent meetings and workshops.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scores on state and performance assessments, NYSESLAT	Literacy initiatives such as MEAL, independent reading 2 times a week, MYON readers) After-school program	Small group	Pull-out groups by educational paraprofessionals, after-school
Mathematics	Scores on state and performance assessments	Software – ST Math After-school program	One-to-one	During class and pull-out After school
Science	Scores on state and performance assessments	Arts integrated instruction in Life Science After-school program	Small group	During class After-school
Social Studies	Scores on state and performance assessments	After-school program and 10 th period class	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Disciplinary incidents, guidance interventions and mediations, mental health concerns	Counseling with guidance and social workers, group sessions, arts programs	One-to-one and small group	During and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Professional development is provided in-house daily for teachers, however, teachers are also encouraged to go for p.d. outside the school. Demo lessons are required of teachers applying to the school. Teachers are encouraged to apply for more than one license. Currently there are four teacher leaders, one for each department.

2b. High Quality and Ongoing Professional Development

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

Professional development is provided on a daily basis for the staff that includes teachers, administrators and educational paraprofessionals. Teaching Matters consultant works with the staff once a week, in addition to a literacy consultant. Staff is also encouraged to attend workshops outside of school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet with their content teams and team leaders and participate in the decisions regarding assessments. Teachers meet with Teaching Matters consultant and Assistant Principal of Instruction during common planning time to be trained in the item analysis of assessments and the collection of data that will inform instructional planning.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	192,827.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	26,744.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,574,540.00	X	

¹Explanation/Background:

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

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

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

- 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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

- Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Manhattan Academy for Arts and Language**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Manhattan Academy for Arts and Language** will support parents and families of Title I students by:
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>287</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Review of MAAL's ELL data indicated that most of our ELL population, 90%, are newcomer ELLs, including 65 SIFE students. Some arrive as 10th or 11th graders which makes understanding of content material while simultaneously developing English Language skills critical. Analysis of results from NYC and NYSED standardized exams including the NYC performance assessments, the NYSESLAT and the Regents examinations in core subject areas indicate that while our ELL students showed progress on the NYSESLAT and the NYC performance tests last year, they struggled to pass Regents examinations in all core areas. Because MAAL has a full complement of content area tutoring funded by multiple sources, we would like to focus our Title III funds on enhancing our students' language development and literacy. Consequently, we offer the programs listed below for 40 weeks of the school year.

1) We offer a Title III afterschool program for grades 9-12 to provide supplemental support in English language development and meeting the ELA common core standards. This program is staffed with three licensed teachers of ESL. Each of the teachers meet twice per week for one hour each to provide one-on-one and group tutoring at all grade levels.

2) Title III funds support an afterschool ELA class taught by a licensed ESL teacher, two days a week for one hour to help students meet the CCLS in ELA and literacy. This class is for students in the 2014 graduating cohort to prepare them for the ELA Regents examination. This is in addition to their mandated ESL/ELA class. This class serves students who did not have the language skills to pass this exam as juniors and is taught by a licensed ESL teacher.

3) Based on the low SAT scores of our first graduating class of June 2014, MAAL established two SAT prep classes, one for ELA and one for Math. Each class meets one hour a week afterschool and serves our 11th and 12th grade ELL students. We will use Title III funds to support the ELA class and other funding sources to support the Math class.

Schedule of afterschool classes:

Tuesday 3:30-4:30 ELA Regents preparation (Ms. McCoy) SAT prep. (ELA - Ms. Pepperted)
ESL (Mr. Dwyer)

Wednesday 3:30-4:30 ESL (Ms. Fernandez)

Thursday 3:30-4:30 ELA Regents Preparation (Ms. McCoy) ESL (Mr. Dwyer)

Part C: Professional Development

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

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

Begin description here: MAAL has common planning time for all teachers and paraprofessionals. Teachers meet one period daily to develop and revise curriculum, assess student work, share best practices and participate in workshops for professional learning. One day a week MAAL focuses on Title III professional development. Suzanne Marten, a literacy consultant from the Center for Educational Options, presents Title III workshops during common planning time to all

Part C: Professional Development

teachers of ELLs. To support the implementation of the strategies presented in the workshops, Ms. Marten provides coaching for the entire day. The workshops and coaching focus on supporting literacy development for ELL students in ESL, NLA and all content area classes. This year Ms. Marten will work on helping ELL students meet the NYSED common core instructional shifts in ELA/Literacy, especially developing academic vocabulary and using close reading to build student engagement with complex text. These shifts are particularly challenging for SIFE and newcomer students. As a follow-up to one period workshops, Ms. Marten supports teachers through classroom visits, content-specific group meetings and one-on-one coaching sessions to help them develop strategies specific to their subject areas and students. Through the Title III literacy consultant the teachers review and examine student work in depth, analyze and develop instructional implications while aligning work with the Common Core Learning Standards. This will support the instruction in the Title III program.

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Part D: Parental Engagement Activities

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

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

Begin description here: _____ Parents are invited to monthly Title III information sessions, celebrations of student achievement and college trips. These events are provided by the guidance counselors, teachers and the parent coordinator. The Title III program welcomes the parents to be partners in their children's education.

We also offer parents a 3-hour Saturday family ESL class. This class was developed to serve newcomer ELLs and their parents. This enhances parent and student participation in the school community while developing their English language proficiency. Classes are taught by Ms. McCoy, a licensed ESL teacher. Parents are notified with flyers that are sent home, phone calls and announcements during PTA meetings. The Parent Coordinator meets with parents and keeps them informed about current issues. All materials sent home are translated for the parents as requested by them.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 427
School Name Manhattan Academy for Arts and Language		

B. Language Allocation Policy Team Composition

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

Principal Siv Boletsis	Assistant Principal Devorah Tedeschi
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Robert Dwyer	School Counselor Katherine Rojas
Teacher/Subject Area Yurkis Mercedes/NLA	Parent Blanca Lucia Garcia
Teacher/Subject Area Vincente Rodriguez/Math	Parent Coordinator Esperanza Cardi-Garcia
Related-Service Provider NA	Borough Field Support Center Staff Member NA
Superintendent NA	Other (Name and Title) NA

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	288	Total number of ELLs	226	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	1	1	1	1	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	226	Newcomers (ELLs receiving service 0-3 years)	185	ELL Students with Disabilities	6
SIFE	46	Developing ELLs (ELLs receiving service 4-6 years)	37	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	154	32	2	30	13	1	2	1	1	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	31	1	1	9	0	0	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	63	60	18	22	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																				

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	0	0	0	0	0	0	0	0	23	2	1	21	0
Chinese	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	1	3	0	0
Haitian	0	0	0	0	0	0	0	0	0	1	0	0	0	0
French	0	0	0	0	0	0	0	0	0	1	2	1	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	2	1	0	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										35	19	5	0	0
Emerging (Low Intermediate)										15	13	6	10	0
Transitioning (High Intermediate)										10	11	7	2	0
Expanding (Advanced)										13	29	10	11	0
Commanding (Proficient)										6	15	10	13	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	3	13	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	3	3	14	15	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	42	0	23	0
Integrated Algebra/CC Algebra	7	31	3	10
Geometry/CC Algebra	16	64	8	21
Algebra 2/Trigonometry Math _____	8	0	1	0
Chemistry	7		0	
Earth Science	17	26	10	2
Living Environment	17	47	5	32
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	30	66	28	21
Geography				
US History and Government	23	48	19	35
LOTE	27		27	
Government				
Other <u>CC Geometr</u>	38		0	
Other <u>CCAAlgebra</u>	15	33	10	8
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	65	39	31	37				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

All incoming freshmen are given a placement exam to assess their English Language proficiency. This is a written exam that assesses all four language skills and includes a one-on-one evaluation of each student's listening, speaking and lexile level. In addition, we administer the NYCDOE SIFE interview to all students coming over-the-counter and from junior high school to check the educational history of all incoming students. In the fall of each year all incoming students are given a literacy assessment. This is a one-on-one reading exam developed to assess students reading proficiency in Spanish and English. This assessment, Miscue Analysis, identifies students who struggle with particular reading issues. It was developed by our literacy consultant, Suzanne Marten of Center for Educational Options. Our entire pedagogical staff has been trained in this process and students who need literacy interventions are retested periodically throughout the year to measure the effectiveness of the school's literacy interventions, for a minimum of four times a year.

These assessments provide us with clear information about the :

English language proficiency in all four skills. This allows us to plan curriculum and programming for each student.

Reading and writing proficiency in Spanish and English. This gives us specific information for planning literacy interventions and curriculum to match the profiles of our students. It has led to the creation of a literacy ESL and a literacy NLA course for students functioning at the fourth grade reading level and below in Spanish.

Materials needed to match the literacy levels of our students. We have purchased the ebook systems MYON to have sufficient materials to provide stair-step texts for our students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

As a school with a mission to serve newcomer ELLs, 25% of our students tested at the entering level, 54 of the 59 students who tested as entering were in 9th and 10th grade. Conversely, 26% of our students tested at the expanding level and 12% of these students were 10th graders. The other students who tested at the expanding level were spread fairly evenly across the grades. Forty-four students tested at the commanding level, 18% of our students. These students were spread

fairly evenly across the grade levels except for 9th grade where only six students reached commanding. So far this year we have tested 14 students with the NYSITELL. The results were as follows: 2 commanding level (9th graders), 10 entering level (eight 9th graders, two 10th graders), one emerging level 11th grader and one expanding level 9th grader.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Data in the AMAO tool reveals the following risk factors: 77 of our students, 25% are under-credited based on age and 15% are SIFE ELLs. The school was close to but did not meet the Title III AMAO 1 and 2 targets for 2014-2015. We missed the target for AMAO 1 by 5.45 percentage points and AMAO 2 by 3.35%. This data includes incoming 8th graders.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The majority of our students are in the Spanish bilingual program. Based on the Regents results from January and June of 2015, student achievement has increased in the following areas for all our students but particularly our students enrolled in the Spanish bilingual program: Living Environment (increase of 6%), Global History (increase of 29%), US History (increase of 21%) and Earth Science (increase of 18%). We will work during the 2015-2016 school year to further improve these results. The numbers of students who take the content exams in English are small and not statistically significant. We do not administer 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
NA

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

All teachers have reports on students NYSLAT scores as well as reading levels in English and Spanish both from the school's literacy assessment, Miscue Analysis, and the Spanish ELE exam. Bilingual content teachers consider the data on students reading levels in English and Spanish when making instructional decisions on language ratios of English and Spanish when planning learning activities. ENL teachers use data on English language proficiency levels to plan curriculum and learning activities to ensure that activities match the appropriate grade-level New Language Progressions (NLP) in the ENL and integrated ENL classrooms. We place students by English Proficiency level into our stand-alone ENL classes to target specific New language progressions in the curriculum of these courses.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

NA

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

Each year, we review our cohort data as well as our state report cards to analyze the AYP for our school. All students who enter are ELL students even though many achieve proficiency and are no longer entitled by the time they graduate. As a school in its 6th year, we have consistently been a school in good standing with the NYSED and have always made AYP in ELA and Math. We do not yet have a NYSED state graduation score. Our 4-year graduation rate for ELLs last year was 49% while the city-wide graduation rate for ELLs was 37%. This year our graduation rate was 54%.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When new students arrive, the guardian/family member is escorted to the guidance counselor who determines whether the student is an over-the-counter, a list-noticed student, a student who has re-entered after 2 or more years outside the system, or a transfer from another school. The ESL Coordinator, Robert Dwyer, a licensed ESL teacher, interviews the family regarding the student's background, place and date of birth, previous schooling, etc. Our licensed bilingual paraprofessional, Narciza Rios provides Spanish interpretation to ensure parents and students understand the questions and information. Mr. Dwyer uses the NYCDOE translation unit's

over-the-phone interpretation services where needed. Mr. Dwyer checks the testing history of students who are not new to the system to review information about entitlement, parent choice and prior services. He administers the HLIS to those students new to the system or returning after 2 or more years. Ms. Rios provides Spanish language support and Mr. Dwyer uses the NYCDOE translation unit for support with other languages. He uses the HLIS interview to determine the student's home language and eligibility for NYSITELL testing. He is also the pedagogue who administers the NYSITELL within 10 days of student entrance to the system. Information from the family interviews along with school-created placement tests in math, reading and writing in English and Spanish help determine the student's instructional program. Mr. Dwyer is also the pedagogue who administers the Spanish LAB with the support of Ms. Rios, our bilingual paraprofessional to eligible students also within 10 days. For all students determined eligible for testing or possible services, the ESL Coordinator and Home language teacher, Yurkis Mercedes, a licensed Spanish teacher complete the SIFE interview and examine placement exams to determine SIFE status. The ESL coordinator administers the LENS exam to all identified SIFE students. We use the NYCDOE translation unit when needed to provide native language support to parents and students. During this initial interview the family is also given a one-on-one orientation that includes viewing the NYCDOE ELL Parent Orientation Video. The ESL coordinator further explains the process of testing and identification, the programs choices in New York City to ensure parents understand the three program choices and answers any questions the guardian/family members may have. Because we receive over-the-counter students throughout the year, The ESL coordinator gives parents a complete one-on-one orientation following a set agenda that includes information about the state standards and assessments, the school's expectations for ELL's and the goals and requirements for our Transitional Bilingual Program and our Free-standing English as a new language program. The parent is given the NYCDOE Parent Survey and Program Selection Form and completes it at the orientation. The parent/guardian receives an overview of the programs at MAAL and information about where their child will be placed. Based on the Parent Survey and Selection form students will either be placed in a transitional bilingual program or a free-standing ESL program at MAAL. If parents do not wish to complete the form at the orientation, they are notified that if the school does not receive the completed form within 5 days, the child will be placed in our transitional Bilingual program. Parents have the right to change this decision if they choose to at a later date. Entitled students receive an initial placement the day of their entry into the school and a final placement within 10 days. All records relating to the identification and placement of an ELL student is placed in the student's cumulative record by Mr. Dwyer along with any notices signed by parents or guardians related to program selection.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As part of the intake process for all new entrants and reentry students after two or more years who are eligible for testing, the ESL Coordinator administers the SIFE questionnaire and the SIFE lens examination. If the home language is Spanish, he does this with the support of our licensed Home Language teacher, Yurkis Mercedes. They also review any records or sample students work available along with the school-created placement exams in reading and writing in English and Spanish and in Math. This helps match students to the appropriate program. All testing and SIFE determination is completed within the first 2 weeks of the student's enrollment in school by Mr. Dwyer and Ms. Mercedes, well within the 30 day mandate.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

Eligible students who enter with an IEP and come from outside the NYC public school system are reviewed by MAAL's LPT to determine whether they are eligible for the NYSITELL. The team consists of the A.P. Supervision, the ESL Coordinator, the Home Language teacher, the Bilingual Special Education teacher and the student's parent or guardian. The team reviews the IEP, the students' placement exams and any available school work and makes a recommendation for testing. Oral interpretation for the parent or guardian is conducted by the Home language teacher if the parent speaks Spanish. For other languages, we use NYCDOE translation unit's over-the-phone services. If the team determines that a SWD ELL student should not take the NYSITELL, the principal reviews this decision and if she agrees with this recommendation submits it to the superintendent for her review. The superintendent has 10 school days to accept or reject the teams' recommendation. When students with disabilities enroll, they are initially placed in the program according to parent choice. Those who are deemed to be proficient in English by the LPT and the superintendent are then placed in an instructional program determined by the IEP. Those students with disabilities who enter the school are identified in the list notice process. Our bilingual special education teacher reviews their records on SESIS and identifies needed services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL coordinator sends out entitlement and non-entitlement letters in students native languages after he scans and scores the exam. He sends these out the day he scores the exam to ensure compliance with the part 154 mandates. Copies of these letters are placed in the student's permanent record.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Parents and students who are 18 or older are informed during their initial one-on-one orientation by Robert Dwyer, the ESL coordinator of their right to appeal ELL status within 45 days. This occurs on the first day they arrive at the school. Native language support is offered by our bilingual paraprofessional, Narciza Rios or through the NYCDOE's translation unit. All correspondence related to ELL status and services is kept in the students' permanent folder in a subfolder entitled, "ELL critical documents". The right to appeal is reiterated at the monthly PTA meetings by the principal.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents receive a complete orientation following an established agenda outlined by the LAP committee when they bring their child to enroll him or her in MAAL. Mr. Dwyer, the ESL coordinator, a licensed ESL teacher completes this one-on-one orientation for parents and students on the day they arrive at the school. As part of this orientation, parents and student view the NYCDOE parent video. Mr. Dwyer with Ms. Rios our licensed bilingual paraprofessional serving as translator explains the 3 programs, and explains the program design and choices to parents before they complete the parent survey and selection form. All information is accompanied by a Powerpoint presentation in English and Spanish to help parents understand their choices. It is also at this orientation that parents are informed that if they do not return the parent survey within 10 days the default program is our transitional bilingual program. We have a transitional bilingual program and a free-standing ESL program. If parents choose a dual language program and a program becomes available, our bilingual guidance counselors, Katherine Rojas and Rebecca Vasquez contact the parent by phone and letter.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

So far, all parents of newly admitted students have completed the parent survey and selection form at orientation the day the parent brings the student to school for the first time. If a parent wanted more time to complete the form, the ESL coordinator would reiterate that the parent has 10 days to complete and return the form and the default program is our transitional bilingual program. The ESL coordinator would follow up with phone calls home before the deadline is met. Our ESL coordinator, Mr. Dwyer, files the parent survey and selection form in the students' cumulative folders.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

While this situation has never occurred our ESL coordinator is responsible for monitoring the return of this form and he enters the data on the NYCDOE database. He would follow-up with reminder phone calls to the parents, if needed. He is also responsible for ensuring that the completed parent surveys and selection forms are filed in the students' cumulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

Students are placed in a program the day they arrive in school. The parent is informed about the student's placement and given a letter on that day. The ESL coordinator follows up by testing all eligible students with the NYSITELL and sends an additional placement letter home, based on the student's entitlement.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original ELL documentation is placed in the students' cumulative record in a folder entitled, "ELL folder of critical documents."

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the NYSESLAT administration, an ATS report is run to determine NYSESLAT eligibility. Letters are sent home to parents of entitled students to ensure parents understand the purpose of the exam and the importance of student attendance during the testing period. Because this is an ELL school, most students are eligible to take the NYSESLAT unless they have exited previously. The school administers all components of the NYSESLAT to all entitled students following the NYSED guidelines. The school tracks students who need to make-up sections they have missed through a checklist that is updated weekly. Make-up exams are scheduled during the designated NYSESLAT make-up period and the school makes every effort to test all entitled students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The continued entitlement and transitional support parent notification letters are sent out by the ESL coordinator within the first 5 days of the opening of the school year after MAAL receives NYSESLAT scores from the Spring testing. The ESL coordinator files copies of this letter in the students' cumulative records.

13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

The program models offered are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

In our Freestanding ENL program, students receive ENL services in stand-alone ENL classes organized homogenously by English language proficiency level. We have courses starting with ESL1 and continuing to ESL9 and curriculum is organized to meet the grade level standards in the sequence. This class focuses on language development and on the ELA informational reading and writing standards as well as the language standards embedded in the common core standards. At each level, we follow the part 154 mandates and have a minimum of one period of ENL and one period of content ELA with an ESL-licensed teacher. This means that students receive 3 periods of ESL daily at the entering level (one integrated Science period and 2 ENL periods), one period of ENL and one period of integrated ELA daily at the emerging level, one period of ENL and one period of integrated ELA daily at the transitioning level, and one period of ENL and one period of integrated ELA at the expanding level. Each period is 42 minutes. The ELA classes follow the integrated model. That means all students receive more ESL than the mandated number of minutes according to the part 154 regulations. At the 9th grade level students also receive a period of integrated ESL in the freshmen Life Science classes which are co-taught with a licensed ESL and licensed science teacher. Students at the entering level who are not freshmen receive an additional period of ENL. Students in the free-standing ESL program receive their subject area classes in ESL content classes taught by licensed subject areas teachers who have been trained in ESL methodology. In addition, MAAL offers all students a variety of electives with an emphasis on the arts including music and drama classes.
 - b. TBE program. *If applicable.*

Students in MAAL's Spanish transitional bilingual program receive the same ENL services as students in the freestanding ENL program. This means students receive 3 periods of ESL daily (one integrated Science period and 2 ENL periods) at the entering level, one period of ENL and one period of integrated ELA daily at the emerging level, one period of ENL and one period of integrated ELA daily at the transitioning level, and one period of ENL and one period of integrated ELA at the expanding level. Each period is 42 minutes. In addition, students in the bilingual program receive their core content subjects in bilingual Math, Science, and Social Studies taught by licensed bilingual teachers. Core content classes are organized by grade level based on the NYSED curriculum and standards. All students with a native language of Spanish are programmed for HLA classes. These classes are programmed by grade level to organize the curriculum to support the reading and writing skills needed for each grade level. Ninth graders have a science class in English with two teachers: one ENL teacher and one licensed science teacher.
 - c. DL program. *If applicable.*

NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All students at all levels of English Language proficiency, except for students at the entering level receive one period of ENL and one period of content ELA with an ESL-licensed teacher. Entering students receive 2 periods of content ESL instruction and one period of stand alone ENL services.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Bilingual-licensed teachers in the core content areas, trained in the LAP and ESL methodology, deliver instruction in the Transitional Bilingual Program. Teachers transition the students from Spanish to English, as per the Language Allocation Policy, 70-30, 60-40, 50-50, 30-70. The teachers follow the Home Language usage/support policy as recommended by the Chancellor's Regulations. In the 9th grade, teachers use Spanish as the primary language of instruction and use English strategically to move students forward with their language skills. At the 10th grade (60-40) teachers increase the materials and resources in English so that students have some class activities in English. By 11th grade the content teachers balance the instruction using both languages equally while providing additional support for students who come as entering level students into 11th grade. By 12th grade, instruction is primarily in English with additional Spanish language support, where needed,

for students with low levels of English language proficiency.

In both the free-standing ENL and Transitional Bilingual program, content teachers analyze the NYSESLAT results and are given the scores for each of their courses to better understand the language needs of the students. The classes are 42 minutes each day. Language development is fostered through teaching students how to read challenging text of various genres and through explicit instruction in academic vocabulary. Instruction is differentiated through use of visuals, graphic organizers and varied questioning techniques. Lessons are planned around both content and language objectives which focus students on building skills to meet the common core especially using evidence to support arguments and establishing and supporting a claim in spoken and written discourse. All teachers attend professional development offered by the NYCDOE Department of ELLs and the NYS Language RBE-RN.

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

Upon entry to the school, each entitled Spanish speaking student is evaluated through an in-house placement examination that measures all four language skills to determine literacy on entry to the school. All ELL students throughout the year have the option of taking core assessments such as the NYC performance assessments and the NYS Regents exams in their native language. For Regents exams, we have oral interpretation available for uncommon languages when no written translations are available. In addition, students in the bilingual program are evaluated in the native language and in English on in-house exams to best determine appropriate instructional strategies and measure academic achievement.

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

ESL teachers meet as a curriculum team weekly to share best practices. As a team, teachers create shared assessments which they administer at the end of each marking period to measure achievement in all four language skills. Each course has a shared assessment that follows the format of the NYSESLAT so that it measures listening, speaking, reading and writing approximately every 10 weeks. This means each teacher has a measure of each modality each marking period. Curriculum teams then adjust each course's curriculum to ensure that students develop language skills in each modality. These assessments allow teachers to adjust instruction to target development of each modality. In addition, during independent reading, teachers conference with students to assess their progress in reading using miscue analysis, a one-on-one reading assessment that identifies reading issues and progress in reading levels. This along with the MYON reading program which measures lexile levels, gives teachers information about students' reading progress. During writing workshop days, teachers conference with students to assess their writing progress and give students' feedback on what to improve. Curriculum teams also assess student work, especially the essay forms demanded by the ELA common core standards and give teachers a measure of student progress.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a: For SIFE ELLs, instruction is differentiated and scaffolding techniques are used in the classroom. The teachers have been trained in Q-TEL and implement the scaffolding techniques learned in their daily instruction. Because SIFE ELLs show more progress with hands-on activities, the teachers plan lessons that are project-based with native language support. Visuals and graphic organizers are used to support the SIFE ELLs. Picture dictionaries and bilingual glossaries are available in the classrooms. In addition, we have a subscription to a library of ebooks in English and Spanish in the Capstone Publishing MyOn Reader series. This series allows teachers to assess students' lexile levels and matches them to SIFE-appropriate ebooks. These books are high interest, low reading level readers in English and Spanish. Some have audio recordings for additional support, where appropriate. This allows teachers to develop thematic units that increase in text complexity across a unit. This increases the reading comprehension skills of SIFE students. It also allows students the opportunity to read, both independently and with their peers, increasingly complex text. After school tutoring and PM school programs with native language support build academic literacy in our SIFE students. Teachers meet regularly with the literacy consultant to identify literacy skills of students and help them progress. The school's inquiry teams focus on tracking the progress of SIFE ELLs and identifying instructional strategies to meet their needs.

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

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

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

e. Former ELLs are programmed in dedicated ELA classes to support their specific literacy needs. Those who have not passed the ELA Regents are in classes focused on the standards and skills related to this exam as well as the ELA common core standards to ensure college readiness. Those former ELLs who have passed the ELA Regents are programmed for ELA classes dedicated to college and career readiness and enhancing common core literacy skills connected to all content areas. The instructor in these ELA classes is licensed in ESL and ELA ensuring that students receive more than the mandated 90 minutes a week of ESL services.

All ELLs and those former ELL's who have tested out in the last two years are given the testing accommodations allowable under state guidelines. They are given exams in their native languages where available except for the ELA Regents and are given additional time, generally time and a half to complete exams. They use the NYSED provided glossaries where available. ELL students with disabilities are given additional accommodations, where appropriate, as described in their IEP.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Parents and students who request a re-identification of ELL Status are referred to our ESL coordinator, Mr. Dwyer who informs the applicant that he needs a written request. Once there is a written request, he reviews the following: that the HLIS indicates a language other than English and whether the student is ELL or non-ELL. He then reviews all documents related to the student's initial entry or reentry including the HLIS, and students work in English and in the home language. If the student did not take the NYSITELL and it is appropriate, Mr. Dwyer administers the NYSITELL. He reviews all assessment data to determine student English language proficiency and consults with the parent. For SWD ELLs he consults with the CSE. He completes this process in 10 school days from receipt of the written request. In consultation with the home language teacher, Ms. Mercedes and our bilingual Math teacher, Mr. Rodriguez, he makes a recommendation to the principal. The principal reviews the recommendation and makes a decision. If the ELL status needs to change, the principal sends this recommendation to the superintendent for review. The superintendent makes the final decision. When the ELL status changes the superintendent informs the principal, the parents and students 18 years or older. The student's program is changed according to this decision upon receipt of notification. All notifications are filed in the student's permanent record. Those students who are re-identified as ELL or non-ELL will be reprogrammed in the appropriate program. To ensure that the student succeeds academically our bilingual guidance counselors, Ms. Vasquez and Ms. Rojas will monitor the students through bi-weekly meetings with the student and by checking-in with the students' teachers during bi-weekly common planning time meetings. Counselors in consultation with the teachers will add supports to student programs, such as after school tutoring when needed. After 6 months, the guidance counselors consult with the student, the students' teachers and parents to review the student's academic progress. They make a recommendation to the principal, who consults with the student's teachers and parents to make a decision about additional support services or whether a change in ELL status is warranted. To change the ELL status, the principal consults with the superintendent and sends the parent notice within 10 school days in the student's home language.

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

The strategies and instruction of ELL-SWD vary according to individual needs. Our licensed bilingual special education teacher, Norma Gaytan reviews the IEP's of ELL-SWD and meets with the teachers of these students to help them identify and develop appropriate materials. Students are programmed based on the mandates of the IEP's. SETTS students are programmed for a daily resource room class that meets for one period, 42 minutes. In these classes, the instructor provides mini-lessons in skills the students need to succeed in their academic classes. These are based on the IEP goals of each student. A bilingual special education teacher co-teaches in content area classes for those students who need collaborative co-teaching and native

language support. In addition, teachers follow ESL methodology to scaffold instruction while at the same time differentiating learning activities and products based on students' IEP goals. Instruction of ELL-SWD is supported with textbooks in Spanish and English, depending on student's levels of English Language proficiency. Teachers support student use of the smartboards, class sets of laptop computers and our computer lab to have students use resources including Brainpop, MYON readers, Castle learning and various educational apps to help build conceptual understanding, skills and language development. Students have access to leveled readers in Spanish and English so that they can read at both their independent reading level and challenging text.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

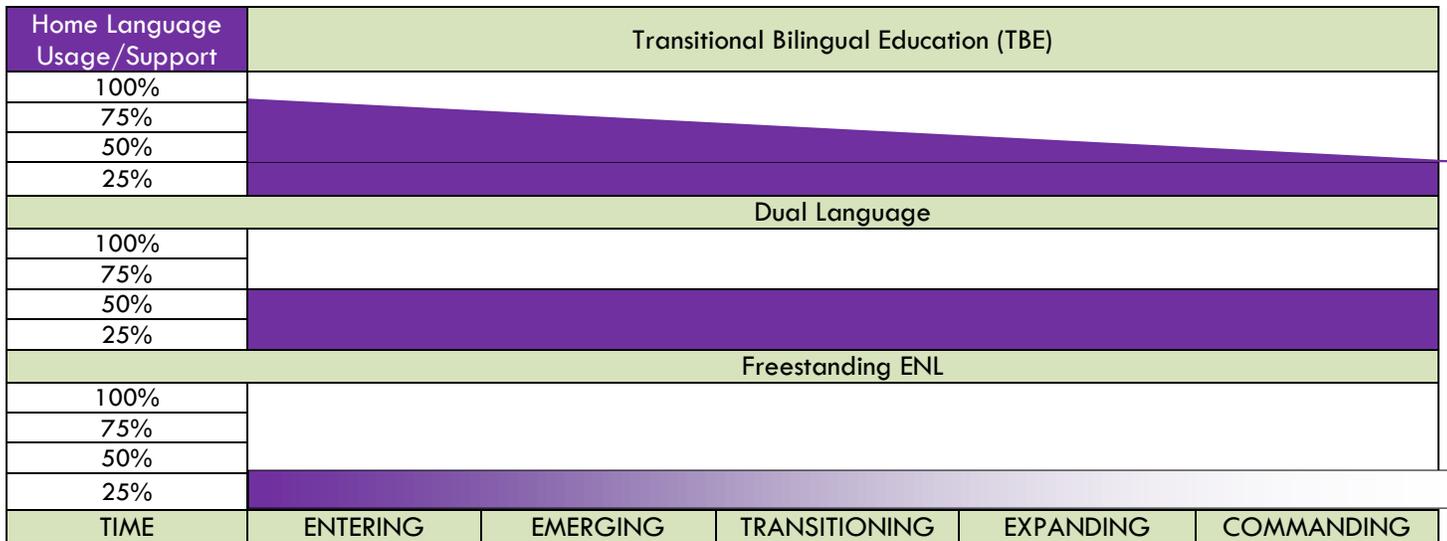


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Because many of our struggling students are well below grade level in reading, writing and Math, yet need to meet high school standards, many of our materials and interventions are teacher-created. Teachers develop supplemental materials targeted to the needs they identify through their daily assessment of student learning outcomes. In addition, teachers use materials in all content areas from the Castle Learning Online program. This program assesses students in all subject areas so that students can access materials that match their current level of understanding. This program allows teachers to create differentiated activities that students can work on on-line. These materials present topics, generate questions for students to answer and give students immediate feedback. Teachers use this website to design activities for in-school and at-home use. It also tracks student learning and assesses their achievement. It gives teachers an analysis of how students are doing with different types of skills and questions which allows teachers to plan targeted activities for their students. In addition, we have purchased the MYON electronic library with books in English and Spanish to allow for differentiated readings for all levels of ESL. This was purchased to meet the needs of our SIFE students. This allows teachers to create learning activities that develop reading strategies that SIFE students can practice in authentic texts that are accessible, yet challenging. Because many of our newcomers students are below grade level in their Math skills the algebra teachers, in addition to creating their own intervention materials, are piloting the Spatial-Temporal program created by the MIND Research Institute. ST Math is game-based instructional software designed to boost math comprehension and proficiency through visual learning. All freshmen have an additional period of Math to either accelerate, reinforce or build their Math skills through differentiated instruction.

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

We analyzed the scholarship reports, student report cards, the NYCDOE progress to graduation tracker, the state report card, the NYSESLAT scores and the school quality snapshot. Analysis of this data shows that last year 59% of our 10th graders made appropriate progress toward graduation versus 81% of our freshmen. Review of NYS Regents data shows that our ELL students are struggling to pass the state assessments, particularly in Science and Algebra but have shown progress. The freshman and sophomore NLA curriculum was aligned with the Global History CCLS to enhance students' proficiency in social studies and literacy. As a result, the Global History regents rate increased from 27.72% to 56.98%. In addition, we implemented the MEAL writing strategy as an instructional focus, a strategy widely used in high school and college writing centers and recommended by the NYCDOE Division of ELLs as particularly effective for ELL learners. The strategy was implemented in all content areas. Student MEAL writing was reviewed every three weeks in cross-content team meetings and in departmental curriculum team meetings to assess its impact and adjust instruction. Having a common language for teaching writing and implementing one strategy across the school helped the staff target areas of student weakness and plan instructional interventions. As a result, ELA regents increased to 66.67% and US History regents increased to 76.06%. Another instructional focus from the last school year is the incorporation of claim and evidence in daily lesson plans to build rigor. Last year in all content areas, teachers incorporated this focus in oral and written activities. Our goal was for students to develop the skills for evidentiary arguments, critical for success in meeting the CCLS. The increase of regents data across the contents, as evidenced by the School Quality Snapshot, in addition to the increase in graduation rate from 48% to 54%, is a result of the initiatives implemented at this school. Because many students are newcomers and SIFE, they struggle to develop the Academic English required for the state assessments. Our students do however, make appropriate gains on the NYSESLAT which shows they are succeeding in developing the four skills of English. Based on this data, we are reviewing curriculum in both the free-standing and bilingual program to incorporate more specific language development targets, and teachers of all subject areas include language objectives in their lesson plans.

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

the ebooks from the Benchmark books website to increase the informational texts available in English and Spanish across lexile levels. In addition, MAAL is working to partner with Baruch College to offer additional College Now programs for our ELLs.

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

NA

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

Our program is an academic program that meets the state graduation requirements that includes the core academic subjects. As an ELL school, we offer the core academic subjects in either a transitional bilingual program or a free-standing ESL program, depending on parent choice. In addition, we have a music program and all students participate and learn a string instrument before they graduate. We have a range of afterschool programs including afterschool tutoring, a title III afterschool program with bilingual tutoring in Math and Science, an afterschool STEM program and PM school classes in ELA and Social Studies. All parents are informed through letters sent home in native languages with the afterschool schedule, announcement are made at PTA meetings, and phone calls are made about afterschool programs through the school messenger system. As an ELL school all students have access to all programs. Through partnerships with CBO's we also offer all ELL students arts experiences integrated into our content area classes through teaching artists in visual arts, music and drama. All students are offered afterschool tutoring by licensed teachers in all subject areas and a range of credit-bearing classes in the core subject areas to enhance credit accumulation.

To ensure equity the parent coordinator, guidance counselor and teaching staff communicate information about afterschool and supplemental programs through letters and phone calls to parents in the native language.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We have instructional materials, including textbooks and ancillary materials such as dictionaries, atlases, thesauruses and glossaries in both Spanish and English. We also have classroom libraries in the language arts and content area classroom at different reading levels to support literacy development. For our SIFE students, we have purchased leveled readers that target our SIFE students in both paper and ebook form. These have an audio component for students who are still struggling with basic reading comprehension in Spanish and English. To support all our ELL students we use the following software: brainpop, Castle Learning On-Line and MYON reading library. To support our SIFE students who lack numeracy or are below grade level in Math, we implement the Spatial-Temporal Math program created by the MIND Research Institute. ST Math is game-based instructional software designed to boost math comprehension and proficiency through visual learning.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Spanish-speaking students in both the TBE and ESL model are programmed for one daily period of native language arts according to Spanish language proficiency level based on the ELE exam as well as a school-created placement exam. Authentic materials are used such as anthologies, novels and films. Native language support is provided based on student need in the content area classes.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

As a high school, curriculum is designed according to appropriate grade level NYSED standards. The corresponding resources and supports align with those grade levels and standards. When students are not at grade level in the literacy and numeracy, the staff uses materials such as Benchmark books and Capstone learning that offer texts that are high interest to adolescent learners at varied lexile levels to ensure that they have age-appropriate materials that are both accessible and challenging. For those students who enter high school over age and undercredited, for example newcomer ELLs who have arrive with limited schooling, MAAL offers credit-bearing classes afterschool in English and Math as well as supplemental tutoring to help these students reach grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, newly enrolled ELL students are invited for a one-day orientation; This includes an arts lesson and neighborhood walk. During these sessions, the student handbook is reviewed and important points are emphasized. Translation is provided as necessary. As new students arrive throughout the school year, the guidance counselors give parents and students a general orientation to the school and its resources.

19. What language electives are offered to ELLs?

We offer Spanish as an elective.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers and our paraprofessionals attend daily common planning time meetings. A literacy consultant meets with the teachers every week to train teachers in identifying literacy issues and instructional strategies to support students. She is also part of the teacher/inquiry team and meets with teachers every Wednesday during common planning time. Teachers meet daily during common planning time to share instructional plans and discuss student progress. Every Monday and Friday, teachers meet in curriculum teams to update and revise curriculum to meet the needs of the students and pilot strategies to help them reach the CCLS. A Math Consultant, a former Math for America coach, meets weekly with the Math team to help math teachers identify best practices in meeting the Common Core Math Standards. The school secretary attends a training once a year for use of NYCDOE databases offered by the NYCDOE. The parent coordinator attends monthly meetings organized by the NYCDOE.

MAAL Professional Development Calendar 1. MAAL Workshops: Meeting the Common Core through literacy strategies for all teachers of ELLs by Center for Educational Options Topics such as: Training on miscue analysis, use of classroom libraries and independent reading, close reading, analysis of student essays, using the MEAL model for paragraph writing, building Academic vocabulary for ELLs Date: Every Wednesday during common planning time (45 minutes) for all teachers. Starting 9/16/15 through 6/18/16 Attendees: All teachers, Coordinators, paraprofessionals 2. MAAL Workshops in effective teaching through Danielson for teachers of ELLs: Topics related to strategies to meet the Danielson rubric such as strategies to check for understanding, questioning at different levels of DOK, etc. by principal and A.P. of ESL Teacher-leaders will help assess needs, organize peer intervisitations and debriefs using Danielson Rubric and organize teacher-facilitated workshop sessions. Date: Every other Thursday during common planning time (45 minutes) starting October 8, 2015 continuing through June 9 (Brooklyn-Queens Day); one session also on November 3, election day. Attendees: All teachers, Coordinators, paraprofessionals 3. MAAL Study group: Strategies to build Spanish and English language proficiency in the content areas classrooms. Facilitated by Principal and A. P. of ESL Date: Every Tuesday during common planning time (45 minutes) Attendees: All teachers, Coordinators, paraprofessionals
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers and paraprofessionals attend professional development offered by the NYC Department of English Language Learners and by the state RBE-RNs. The staff who attends meetings presents the strategies and resources from these organizations to all of the staff during faculty meetings and common planning time. In addition, the Principal and Assistant Principals who are licensed ESL teachers present workshops throughout the year on key topics on instruction of ELLs. This year we plan at least 5 workshops sessions presented by the administration and consultants on staff development days and during faculty meetings which include: How to help English Language Learners Meet the Common Core Standards, Building literacy in SIFE students, How to help ELL students understand complex text, Building Academic Language in ELL students, and What does the common core look like in a Math and Science Classroom?"
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselors meet every other week with the staff to train them on how to deal with adolescent learners. They do presentations on such issues as bullying, preparing for college and career and other issues related to adjusting to high school. :
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As an ELL school all of our professional development for all of our teachers is targeted to the instruction and supporting the Academic achievement of all ELL students.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At the start of the spring semester, all ESL teachers will schedule one-on-one conversations with parents of their students about their child's language development. These conversations will take place by appointment and take place in person or by phone depending on parent preference. Teachers document these meetings on a MAAL conference form which is added to the students' cumulative record.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Being that this is an ELL school, all parents are parents of ELLs. At this time, parents/family members were invited to an Orientation Meeting at the school which they attended prior to the beginning of the school year. Parents are invited to PTA meetings and SLT meetings. In addition, parents are invited to information sessions at the school that will keep them up to date regarding school policies, programs, graduation requirements, etc. Our parent coordinator incorporates workshops on topics of concern to ELL parents as part of the PTA sessions. Because this is an ELL school, there are many occasions that require the presence of ELL parents such as the viewing of the DVD regarding ELL programs. In addition, parents are invited on an ongoing basis to discuss the progress of their children. Parents/family parents are also invited to school trips such as colleges, culminating activities, festivals and award ceremonies. Translation is provided for parents when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We do not partner for parent support.

5. How do you evaluate the needs of the parents?

Because of the belief that parents are partners in the education of their children, the parents are often invited to the school either for meetings, celebrations or to discuss individual student progress. We listen to their needs and respond accordingly. Sometimes they require a workshop from an outside agency, and other times they just want to speak to our guidance counselor. We do all we can if it means improvement in the education of their children. We have a bilingual parent coordinator who welcomes and orients parents of incoming students. She works to help our parents engage in the school community. Her role varies from helping parents understand ways they can participate in the PTA and SLT to helping parents understand the public school system in the United States and how to advocate for their child's educational needs. She performs outreach for the school and parents contact her for assistance and information about the school and their child's education. We implement the NYCDOE parent survey and use the results to adjust outreach and services to parents. In the upcoming meetings with parents, we will create an evaluation system such as a survey in which parents can formally inform us of their needs or give us feedback about a workshop or school policy. Translators are available for parents. Forms and surveys are available in the family's native language.

6. How do your parental involvement activities address the needs of the parents?

Based on parent input from the NYCDOE survey, informal conversations with the parent coordinator and school staff, discussions at the PTA and SLT the school designs activities for the parents. In some cases these are information workshops on safety and education. At this time, we are providing workshops on "Cyberbullying" and "Gang Awareness" for our parents. Translation is available for parents. The information gatherings and the other invitations to our school inform parents about testing, graduation requirements and credit accumulation. Also, the invitations to college trips will support parents in making the right decisions for post-secondary planning

D. Additional Information

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

School Name: Manhattan Academy for Arts

School DBN: 02M427

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Siv Boletsis	Principal		10/13/15
Devorah Tedeschi	Assistant Principal		10/13/15
Esperanza Cardi-Garcia	Parent Coordinator		10/13/15
Robert Dwyer	ENL/Bilingual Teacher		10/13/15
Blanca Lucia Garcia	Parent		10/13/15
Yurkis Mercedes	Teacher/Subject Area		10/13/15
Vincente Rodriguez	Teacher/Subject Area		10/13/15
	Coach		
	Coach		
Katherine Rojas	School Counselor		10/15/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M427** School Name: **Manhattan Academy for Arts and Lang**
Superintendent: **M. Bradbury**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The following languages are indicated on ATS as the parents preferred languages for oral and written communication: Spanish, English, Nepali, Bengali, Chinese, Arabic, Philipino, Fulani, French, and Wolof

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated to families: PTA announcements, letters to inform parents of and receive parental permission for after school programs, announcements for curriculum nights and parent-teacher conference and student handbooks

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face- to-face meetings at MAAL include the following: one curriculum night (9/30/15), Open School evenings and afternoons, 11/19,11/20,3/10,3/11 and IEP meetings with parents of SWD. Informal interactions include: meetings with guidance counselors, the attendance teacher, the parent coordinator and the dean.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All correspondence and information booklets are translated into the parent's/guardian's native language. In addition, after-school workshops are held in which parents have access to material in their native language. At these workshops, information is disseminated about school policies and guidelines, ELL compliance issues, graduation requirements, the college application process, and the various types of programs and assessments. In addition, booklets and other commercial materials are purchased that assist parents with understanding the educational system in the United States, immigration issues, learning English and other information. Translation is provided by in-house staff. Written translation will include translation of letters home to parents in the covered languages connected to school programs, special events and materials connected to parent workshops. Documents related to student achievement such as progress reports and report cards will either be translated or include a

guide in the parents preferred language of communication. These translations are done by in-house staff including teachers, bilingual counselors and paraprofessionals who are proficient in the covered languages..

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

An in-house translator participates in meetings that address the school's academic program, informs parents about approaches to increasing achievement, informs parents about city, state and federal guidelines regarding ELLs Oral interpretation for phone calls home, for intake of new students, for one-on-one meetings with parents by teachers, counselors and other staff is provided in-house by teachers, paraprofessional and school aides. Oral interpretation is also available at school special events and meetings. This is provided in-house by school teachers, paraprofessionals and guidance counselors.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the year faculty meeting. all school staff is given information on the translation requirements outlined in CR A-663 and a language palm card. Staff members are given information about which school personnel are fluent and available for translation and interpretation in the covered languages of our parent population, Spanish and French. Staff is also given instructions on how to use the T & I Unit's over-the-phone interpretation unit for uncovered, less common languages.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

MAAL distributes the "Bill of Parent Rights and Responsibilities" and "Parents Guide to Language Access" at PTA and SLT meetings, individual parent meetings with guidance counselors, at intake of new students, at school special events and workshops and at open school events, and through mailings to parents whose preferred language is one of the covered languages. We post near our entrance the T & I provided welcome poster and translated signs noting the availability of interpretation services at our

school. The security desk and our main office have the Language ID Guide for reference. We include a plan for communicating with parents in the covered languages as part of the school's safety plan.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

During parent meetings and conferences, MAAL informally surveys parents for feedback on translation and interpretation services.