

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M439

School Name:

MANHATTAN VILLAGE ACADEMY

Principal:

HECTOR GEAGER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): _____
Grades Served: _____
School Address: _____
Phone Number: _____ Fax: _____
School Contact Person: _____ Email Address: _____
Principal: _____
UFT Chapter Leader: _____
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 02 Superintendent: Ms. Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue 8th Fl. New York, NY 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: 12123567563 Fax: N/A

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Hector Geager	*Principal or Designee	
John Roukis	*UFT Chapter Leader or Designee	
Randy Jaquez	*PA/PTA President or Designated Co-President	
Ramon Nunez	DC 37 Representative (staff), if applicable	
Rafael Hiciano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Julissa Toledo Members/Students Alana Asusta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Eilleen Mejia /CBO Representative	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Hope Haskes	Member/Teacher	
James Malizio	Member/Teacher	
Diana Cardenas	Member/ Parent	
Yderlisa Paredes	Member/ Parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The mission of Manhattan Village Academy is to prepare students through the liberal arts and the development of Critical Thinking Skills, to have access to the best colleges and universities in the country. We believe that a rigorous education based on the liberal arts and the Standards, Elements and Intellectual Traits of Critical Thinking provides our youngsters with the higher order thinking skills in the Humanities, Science, Mathematics, Language and the Arts.

MISSION STATEMENT

The mission of Manhattan Village Academy is to prepare students to have access to the best colleges and universities. We believe that a rigorous and disciplined education based on the liberal arts provides youngsters with the higher order thinking skills necessary for success in an ever changing, rapidly evolving world.

VALUES STATEMENT

We recognize and accept the importance of personal and shared accountability in achieving our mission, in achieving personal excellence and professional effectiveness, and in demonstrating our commitment to our students, parents, teachers and staff

THE VALUES THAT ARE MOST IMPORTANT TO US ARE:

- **Commitment to do what is best for all the students**
- **Commitment to our professional growth**
- **Commitment to the success of every student**
- **Commitment to team work**
- **Respect and caring for people**
- **Reason before action**
- **Responsibility for our actions**
- **Integrity and honesty in dealing with others**
- **Pride in our school, our daily work, and our accomplishments**
- **Pursuit of excellence, constructive change and innovation**
- **Support and encouragement of personal and organizational achievements**

Our Performance Based Assessment community serves a population of approximately 420 to 440 students from diverse backgrounds and predominantly citywide residents. The latest demographic data show that 67 percent of the students

are female and 33 percent male. Also, 73 percent of the students are Latinos, 12 percent Black or African American, 7 percent White, 6 percent Asian and 2 percent Multiracial. Out the total student population, 75 percent are Economically Disadvantaged. We also serve students with disabilities (12 percent) and Limited English Proficient Students (4 percent).

The school building is a well-kept, modern building where pride in academic excellence and students' achievement is evident in the prominently displayed student work and Portfolios. Manhattan Village Academy was founded in September 1993 as part of a small schools project that consisted of six high schools working collaboratively with the Coalition Campus Project and the New York City Board of Education's Office of the Superintendent for Alternative, Adult and Continuing Education Schools and Programs. Although our school is a former member of the Coalition of Essential Schools, we still subscribes to Coalition Principles. As such, we use in-depth, Performance Based Assessment (PBA) practices to teach our students the kind of Critical Thinking skills that they will need to be successful in college and all post-secondary paths which they may pursue. **As a Performance Based Assessment high school our students are required to complete five major portfolios, in addition to passing 5 to 9 State-mandated Regents examinations with a minimum score of 65. The central focus is to graduate our students with an Advaced Regents Diploma and with a deep understanding of the Critical Thinking System that we use.**

Rigorous Instruction was the Element of the Framework for Great Schools in which Manhattan Village Academy made the most progress. Instruction in our school is customized, inclusive, motivating, and aligned to the Common Core State Standards through Curriculum Maps, Performance-Based Assessment and Understanding by Design Units. The teachers set high standards in their classrooms as evidenced by the academic rigor and the work that the students produce. Students are actively engaged in Performance Based Assessment Portfolios through which they demonstrate mastery in the application of 9 Intellectual Standards to the Elements of Thought. The product of this instructional approach is a student who becomes a more disciplined and sophisticated thinker by demonstrating Intellectual Traits. Therefore, the student develops into an exceptional critical thinker. To continue our Critical Thinking work, we are sending three pedagogues to the International Conference on Critical Thinking to get further training and expertise on the three strands of Critical Thinking.

We also continued increasing instructional rigor by introducing 4 additional Advanced Placement Courses last year. We introduced AP European History, AP Macroeconomics, AP World History and a second AP English course. Our students and parents are responding positively to this new level of academic rigor. For instance, the number of students taking Advanced Placement Courses more than double. This year we are focusing on offering AP teachers further training on Advanced Placement.

At Manhattan Village Academy we work very hard at teaching our students that they can succeed through hard work. In fact, as part of our English Curriculum, we introduced three years ago a success strand. September was declared "Success Month in our school. All the teachers set the stage for a successful school year by teaching a lesson on The 3Rs, Respect, Reason and Responsibility, the first day of school. Then, the English teachers teach a whole Unit on Success during the month of September, as part of the non-fiction requirements of the CCSS. Among our most salient accomplishments this school year, we can mention the following:

- Graduation rate of 97%
- Attendance rate of 97.6%
- Introduction of an Honor Courses and Curriculum as prerequisite for the Advanced Placement Program
- SAT Preparation Program
- College Now Program

- High academic expectations for all with a robust Curriculum based on Critical Thinking, Performance Based Assessment Portfolios, 9 Regents and a plethora of Advanced Placement Courses
- Caring, safe, supportive and nurturing school environment characterized by Respect, Reason and Responsibility
- High performing and accountable staff focused on students' performance
- Academic enrichment
- College readiness
- PM School and Saturday Academy
- Strong parental involvement through consistent and frequent communication online, phone calls, newsletters, emails, Honor Celebration, Intercultural Dinner, etc.
- Partnership with community-based organizations, such as the Jewish Board for Family Services, New York University and Baruch College, among others.

Manhattan Village Academy Instructional Focus 2015-2016

This upcoming school year, we will continue focusing on the implementation of our Advanced Placement Program and College Readiness Plan. With the introduction of 4 new Advanced Placement Courses in 2014-2015 to continue increasing academic rigor and college readiness among students, we will have to make some structural readjustments. For instance, there is a need to implement new procedures to administer the Advanced Placement Program. Likewise, we have to provide more Professional Development on AP Courses for teachers.

02M439 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	415	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	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	6	# Drama	N/A
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.1%	% Attendance Rate			97.3%
% Free Lunch	62.8%	% Reduced Lunch			12.6%
% Limited English Proficient	3.9%	% Students with Disabilities			10.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			12.3%
% Hispanic or Latino	72.7%	% Asian or Native Hawaiian/Pacific Islander			6.3%
% White	6.5%	% Multi-Racial			1.7%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	15.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4.89
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	98.4%	Mathematics Performance at levels 3 & 4			97.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	100.0%	% of 2nd year students who earned 10+ credits			99.0%
% of 3rd year students who earned 10+ credits	96.6%	4 Year Graduation Rate			99.1%
6 Year Graduation Rate	100.0%				
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	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			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 Graduation Rate (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			N/A
Economically Disadvantaged	YES				

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.

1. **CURRICULUM** : Manhattan Village Academy is “Well Developed” in this area (Quality Review Indicator 1.1 Curriculum). However, we feel there is still a large area for improvement and further academic rigor. Therefore, we are fully committed to implementing and solidifying the Advanced Placement Programs and continue challenging our students academically. We feel that by increasing academic rigor we are meeting the New York City Instructional Expectations for schools to ground their work and goals around academic rigor and classroom practices.

2. Based on our School Quality Snapshot for 2013-2014 , 81 percent of our students graduated ready for college. We must continue strengthening our curriculum to increase the percentage of students graduating ready for college and graduate school.

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.

By July 2016, students in 10th , 11th and 12th Grades will demonstrate progress toward achieving college and career readiness as **measured** by a 70 percent of them scoring between 2 and 3 on the Advanced Placement Tests in World History, US History, European History, Macroeconomic, Biology, English Literature and English Grammar and Composition, Calculus and Psychology.

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?
Provide Professional Development offered by the College Board for Advanced Placement teachers	Advanced Placement Teachers	July 2015 to May 2016	Principal, Assistant Principal and AP Lead Teacher
Conduct Mid-Year Reviews with the teachers to assess the student progress toward mastering the content and skills to succeed in the AP Courses and Tests	Advanced Placement Students	January and May 2016	Advanced Placement teachers, Principal, Assistant Principal and AP Lead Teacher
Calendaring Diagnostic and Predictive Tests	Advanced Placement Teachers	January and May 2016	Advanced Placement teachers, Principal, Assistant Principal and AP Lead Teacher
Summer Program, PM School and Saturday Academy to prepare the students for the Advanced Placement Exams at the end of May or first week in June 2016	Advanced Placement Teachers and students	July 2015 to May 2016	Advanced Placement teachers, Principal, Assistant Principal and AP Lead Teacher

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.											
<ol style="list-style-type: none"> 1. Professional Development offered by the College Board 2. Advanced Placement Teachers will collaboratively plan and support each other 3. Advanced Placement teachers will share resources and strategies during Team Meetings 											
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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

1. September 2015 – May 2016: Principal, Assistant Principals and Teachers will meet weekly during the Team Meetings to review and monitor student progress and performance.
 2. July 2015 – June 2016: Workshops on Advanced Placement by the College Board
 3. September 2015 – June 2016: Advance Placement teachers will meet on Tuesday during Professional Work to share student's work and instructional practices
 4. January 2016 Mid-Year Review using AARP Protocol
- 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.

Supported Environment

Manhattan Village Academy continues to maintain a culture of high performance through hard work by adhering to our 3Rs; namely, Reason, Respect and Responsibility. The consistent implementation of the 3Rs sustains a caring and positive school environment, which contribute to the personal growth of students. Students are always placed at the center of everything we do by addressing their needs, wants and expectations, and they know it. The 2014-2015 Quality Reviewer rated MVA “well developed” in this area. For example:

- We have an open-door policy welcoming parents and students to reach out to administration or teachers as often as needed
- Teachers and staff are always available to help the students and meet their academic and socio-emotional needs
- Students express their opinions through their elected representatives in the Student Council, which meet every Friday with the Principal. They also express their views in the School Leadership Team through their two student representatives.
- Grade-Level Teacher Teams meet once a week with guidance counselors to collaborate in dealing with academic and behavioral concerns
- The Director of Guidance meets with the Principal at any time during the day to address student concerns and anything that affect our students’ academic and socio-emotional well-being
- TeacherEase, the school’s on-line system we use to communicate with parents and record grade, homework, projects, assignments and general academic performance. All this information can be easily accessed by parents and students to monitor progress. It serves as an important means of communication
- MVA provide enriching after-school activities such as an extensive College Now Program, PM School, Saturday Academy, extra-curricular activities, involvement in athletic teams, and clubs suggested by students
- This year the students started a Girls Softball Team and a Soccer Team was approved by the PSAL for next year. These are in addition to a Boys Basketball Team and a Girls Basketball Team. There is also a Cheerleading Team and a Chess Club. In March we celebrate MVA’s Spirit Week.
- We maintain a highly respectful environment through the 3Rs and the 12 Non-Negotiable Rules
- There is a lot of communication among the members of the School Safety Team and everyone is on the same page when it comes to safety in the building

Manhattan Village Academy has a well-established disciplinary policy and protocols that ensures a safe and supportive environment for students and teachers. The rules and clear as well as the consequences. Students and parents understand quite well that we do not tolerate violations and address any issue immediately. However, in the last two years we have seen that an increase in the number of students using Marihuana or prescription drugs. Although the use of these drugs take place outside the school, this is an area of great concerns to us because it may be a matter of time to seep into the school. We are working closely with parents and Substance Abuse Programs, such as Phoenix House to address this issue.

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.

Specific: To work closely with Parents, Students, Peer Health Exchange, Phoenix House and The Jewish Board for Family Services and provide preventive measures and intervention for substance abuse.

Measurable:

- Introduce a Unit on substance abuse physical detriment as part of the Physical Education Curriculum
- Work with Peer Health Exchange to address substance abuse in the health curriculum
- Reach out to Phoenix House to provide workshops and intervention available for parents and students
- Collaborate with the Jewish Board for Family Services to offer workshops and counseling to parents and students about substance abuse
- Re-write “The 12-Non-Negotiable Rules and Consequences” to reflect an emphasis on curtailing the use of Controlled Substance outside the school and establishing MVA’s Drug-Free Learning Environment
- Sharing and emphasizing the DOE’s Uniform Policy

Achievable: School Occurrence Reports; Collaborations with outside agencies; referrals; workshops; updated “The 12-Non-Negotiable Rules and Consequences;” distribution of the DOE’s Uniform Policy in September 2015

Relevant: School administrators, Director of Guidance and Safety Committee have already agreed upon this goal and are starting to create a timetable.

Time-Bound: Monthly Safety Meetings

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 Supportive Environment 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?
Emphasize substance abuse physical detriment as part of the Physical Education Curriculum by re-mapping the Physical Education Curriculum	Physical Education Teachers and Students	July through September 2015	Physical Education Teachers and Principal
Work with Peer Health Exchange to address substance abuse in the health curriculum Reach out to Phoenix House to provide workshops and intervention available for parents and students Collaborate with the Jewish Board for Family Services to offer workshops and counseling to parents and students about substance abuse	Students and parents, Peer Health Exchange, Phoenix House, Jewish Board for Family Services	September 2015 through June 2016	Director of Guidance, Counselors, Teachers, Principal, PHE and Phoenix House
Re-write “The 12-Non-Negotiable Rules and Consequences” to reflect an emphasis on curtailing the use of Controlled Substance outside the school and establishing MVA’s Drug-Free Learning Environment	Students and parents	September 2015	Principal, Director of Guidance
Sharing and emphasizing the DOE’s Uniform Policy	Students and parents	September 2015	Principal, Assistant Principal and Director of Guidance

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.											
OTPS, Collaboration and partnership with outside agencies											
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		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.

Monthly Safety Meetings, Parents' Association Meetings and analysis of Occurrence Reports

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.

Teachers at Manhattan Village Academy are organized vertically and horizontally into High Performing Teams, with a Lead Teacher in charge of each team. Vertically the teachers are organized into Grade Team, while horizontally they are structured by departments. The Grade Teams meet twice a week. The first meeting of the week the teachers discuss Student Attendance, Credit Recovery, The Lowest Performing 24 Students or L-24, Curriculum Go-Around, Homework and Academic Assignments, Upcoming Events, Student Behaviors and Communication with Parents. In the second Team Meeting of the Week, the teachers discuss instructional and learning issues, such as Student Work and Teacher’s Work. The Grade Team Meeting takes place twice a month during Professional Development. Teachers discuss in details items related to the Professional Development Plan. For instance, they fine-tune their Curriculum Maps, their Understanding by Designs (UbD) Units, Socratic Questioning and Seminars, Engagement, MOSL, Regents Item Analysis, Critical Thinking, etc.

The teachers at Manhattan Village Academy are fully committed to their students success and improving their practices. However, they have to continue improving our performance with the Special Needs and ELA students. There is no much planning between the special education and general education teachers. The special education teachers do not plan formally with the general education teachers. In the ICT classes, the special education teachers have been functioning as paraprofessionals assisting the students.

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 formal collaboration between the general education and special education teachers by creating common planning time.

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 teacher-parent collaborations to improve student achievement. 	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?
Create Common Planning Time for Special Education and General Education teachers in at least two academic subjects.	Teachers	September 2015	Special Education, General Education Teachers, Principal and Assistant Principal
The Special Education Teachers will be focusing on differentiating the instructional tasks for the students.	Teachers and Special Needs students	September 2015 to June 2016	Special Education Teachers, Principal and Assistant Principal
The Special Education Teachers will collaborate with the General Education Teachers in re-mapping the curriculum to reflect differentiated strategies.	Special Education and General Education Teachers	July to September 2015	Special Education Teachers, Principal and Assistant Principal
The Special Education Teachers will introduce differentiate strategies and tasks and will Team-Teach with the General Education teachers in two academic subjects.	Teachers and Special Needs students	September 2015 to June 2016	Special Education Teachers, Principal and Assistant 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.											
Special Education Teachers, Lead Teachers, Circular 6, Preparation Period, Other Professional Work, Professional Development Monday											
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		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
After-Action Review Protocol Mid-Year Review in January and June 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 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.

The School Survey for 2012 and 2013 reflected a chasm among some members of the teaching staff and the School Administration. This chasm occurred after the teacher requested through the UFT to revert back to the Contract rather than to continue working under the 1993 Memorandum of Understanding between the DOE and the UFT. This past year we have been working really hard in rebuilding the mutual trust, respect and caring that has been an intrinsic trait of Manhattan Village Academy.

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.

To continue working and collaborating with the UFT Chapter Leader and teachers in meeting the needs, wants and aspirations of the teaching staff.

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>
<ul style="list-style-type: none"> • Meet weekly with the UFT Chapter Leader to discuss issues of concerns affecting teachers, students, parents and staff 	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>Principal, UFT Chapter Leader and Members of Consultative Council</p>

• Meet monthly in the Consultative Council to address issues and concerns of the teaching staff	Teachers	September 2015 to June 2016	Principal, UFT Chapter Leader and Members of Consultative Council
• Organize Dinner for Teachers to recognize teachers' contribution to our school and students	Teachers	September 2015 to June 2016	Principal, UFT Chapter Leader and Members of the Consultative Council
• Institute a Teacher Awards' Night to recognize the highest performing teachers and teachers' contribution to our students performance	Teachers	September 2015 to June 2016	Principal, UFT Chapter Leader and Members of the Consultative Council

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.											
Fund Raising Activities and Principal's											
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		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.
Consultative Council's Agendas, Records of Meeting with UFT Chapter Leader, Invitations to Events; January Mid-Year Review with Consultative Council and June Review with Consultative Council
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.

A review of the data shows that Parents appreciate the close contact they have with the school, teachers, office staff and administration. As well, the monthly newsletter High School Years and TeacherEase keeps us in touch with parents on a regular basis. Likewise, during Parent Engagement Time on Tuesday, teachers email parents regarding their children’s academic progress. We also invite parents to the Grade Team Meetings to discuss concerns about their children’s performance and how we can help. The Grade Teams email parents a weekly update on the upcoming events for the grades. Most parents attend the evaluation conferences/parent-teacher conferences four times a year, too. However, attendance at Parent Association meetings and activities needs to improve. A large number of our parents speak Spanish and are in need of translation services. So, the attendance to the Parent Association Meeting once a month is sporadic.

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.

To work closely with the Parent Association Officers and make a greater effort to increase the number of parents attending the Parent Association Meetings.

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?
<ul style="list-style-type: none"> ♣ Work with Parent Association to involve all Parents in evaluation conferences, attend Association meetings, and participate in college orientation and graduation requirement activities and seminars ♣ We will continue translating letters and documents into Spanish and other languages as needed ♣ We will continue our Honor Parents Recognition Night 	Parents	September 2015 to June 2016	Principal, Parent Coordinator and teachers
<ul style="list-style-type: none"> ♣ Bilingual parents will be available to translate for those parents who request it ♣ Teachers will continue to have close contact with the parents of their homeroom advisees 	Parents and teachers	September 2015 to June 2016	Principal, Parent Coordinator, Office Staff and teachers
<ul style="list-style-type: none"> ♣ We will continue publishing the monthly newsletter in both English and Spanish ♣ The teachers will continue communicating with parents and updating TeacherEase during PE time on Tuesdays 	Parents and teachers	September 2015 to June 2016	Principal, Parent Coordinator, Office Staff and teachers
<ul style="list-style-type: none"> ♣ The teachers will continue communicating with parents and updating TeacherEase during PE time on Tuesday 	Parents and teachers	September 2015 to June 2016	Principal, Parent Coordinator, Office Staff and teachers

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

Part 5 – Progress Monitoring

<p>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.</p>
<p>Review in January 2016 and June 2016 of Parents Agendas and Attendance; Teachers’ emails; Agendas of Events</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Marking Period Grades – January & June; Regents Examination Scores June 2015, August 2015 and January 2016; Teacher’s Recommendation; 8 th Grade Performance; Predictive and Diagnostic Regents Exams; Periodic Assessments; Regents Item Analysis; PSAT and SAT Results	<ul style="list-style-type: none"> • Extra Help • Portfolio Revisions • Credit Recovery • Test corrections • Enrichment Courses • SAT Prep • Math Literacy • English Literacy • Castle Learning • Kahn Academy • regentsprep.org 	<ul style="list-style-type: none"> • Small Group Instruction (no more than 10 students per teacher) • One-to-One Tutoring • Detention • Lunch with the Principal • Lunch with the Assistant Principals • Detention Coordinator 	<ul style="list-style-type: none"> • During the school day • Before and After School • Saturdays
Mathematics	Marking Period Grades – January & June; Regents Examination Scores June 2015, August 2015 and January 2016; Teacher’s Recommendation; 8 th Grade Performance; Predictive and Diagnostic Regents Exams; Periodic Assessments; Regents Item Analysis; PSAT and SAT Results	<ul style="list-style-type: none"> • Extra Help • Portfolio Revisions • Credit Recovery • Delta Math • Test corrections • Enrichment Courses • SAT Prep • Math Literacy • English Literacy 	<ul style="list-style-type: none"> • Small Group Instruction (no more than 10 students per teacher) • One-to-One Tutoring • Detention • Lunch with the Principal • Lunch with the Assistant Principals • Detention Coordinator 	<ul style="list-style-type: none"> • During the school day • Before and After School • Saturdays

		<ul style="list-style-type: none"> • Castle Learning • Kahn Academy • regentsprep.org 		
Science	<p>Marking Period Grades – January & June; Regents Examination Scores June 2015, August 2015 and January 2016; Teacher’s Recommendation; 8th Grade Performance; Predictive and Diagnostic Regents Exams; Periodic Assessments; Regents Item Analysis; PSAT and SAT Results</p>	<ul style="list-style-type: none"> • Extra Help • Portfolio Revisions • Credit Recovery • Delta Math • Test corrections • Enrichment Courses • SAT Prep • Math Literacy • English Literacy • Castle Learning • Kahn Academy • regentsprep.org 	<ul style="list-style-type: none"> • Small Group Instruction (no more than 10 students per teacher) • One-to-One Tutoring • Detention • Lunch with the Principal • Lunch with the Assistant Principals • Detention Coordinator 	<ul style="list-style-type: none"> • During the school day • Before and After School • Saturdays
Social Studies	<p>Marking Period Grades – January & June; Regents Examination Scores June 2015, August 2015 and January 2016; Teacher’s Recommendation; 8th Grade Performance; Predictive and Diagnostic Regents Exams; Periodic Assessments; Regents Item Analysis; PSAT and SAT Results</p>	<ul style="list-style-type: none"> • Extra Help • Portfolio Revisions • Credit Recovery • Delta Math • Test corrections • Enrichment Courses • SAT Prep • Math Literacy • English Literacy • Castle Learning • Kahn Academy • regentsprep.org 	<ul style="list-style-type: none"> • Small Group Instruction (no more than 10 students per teacher) • One-to-One Tutoring • Detention • Lunch with the Principal • Lunch with the Assistant Principals • Detention Coordinator 	<ul style="list-style-type: none"> • During the school day • Before and After School • Saturdays

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling for students and their families; At-Risk Intervention Plan; Wake-Up Calls; Lateness and Absence Calls and emails; Guidance Conferences with Principal, Assistant Principal and/or teachers; Grade Team Conferencing</p>	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Outside Counseling • Guidance Conferences • Grade Team Case Conferencing 	<ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Outside Counseling 	<ul style="list-style-type: none"> • During the school day • Before and After School • Saturdays
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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.
<p>We will conduct Professional Development four times a month. The Professional Development will be planned and conducted by the Lead Teachers and the Subject Lead Teachers, as well as other faculty members. The first priority of this year Professional Development will be on the Danielson's Framework. The second priority for our Professional Development will be the Common Core State Standards. As part of the Danielson's Framework, we will continue norming the rubrics with the staff. We will be attending Professional Development on the Danielson's Framework-- and practicing with video clips of teaching-- throughout the year offered by the DOE.</p> <p>The Professional Development Lead Teacher and the science, math and ELA Subject Team Leaders will continue working on aligning our curriculum maps with the Common Core State Standards and designing Understanding by Design Units based on the CCSS. Likewise, our science teachers will participate actively in STEM Professional Development. We will continue our Teacher and school inter-visitations to learn and implement effective and engaging practices in the different subject areas.</p> <p>Our teachers will also attend Professional Development workshops and conferences offered by the New York City Department of Education and other educational institutions and associations, such as Math for America.</p> <p>Three teachers will be attending the training and conference on Critical Thinking in California. Then, upon their return, they will share with the faculty during Professional Development time on Mondays.</p> <p>Each new teacher in our school will be assigned a highly-qualified and highly effective mentor from our staff. In addition, the Subject Team Lead Teacher will be working with the new teachers and with teachers in need of improving targeted areas, as per the Danielson's Framework.</p> <p>Offer differentiated opportunities for professional growth such as Advanced Placement seminars, CTE workshops, Common Core workshops, <i>Castle Learning</i> and <i>Khan Academy</i> training.</p>

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).
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- The Subject Team Lead Teachers will work with teachers in their department on aligning the Common Core State Standards and designing Understanding by Design Units through Curriculum Mapping
- Training on Critical Thinking conducted by the Foundation for Critical Thinking
- We will attend Professional Development workshops on STEM, CCSS, and Academic Disciplines offered by outside vendor and the New York City Department of Education
- We will invite Castle Learning and Kahn Academy experts to conduct workshops to the faculty
- Professional Development will be offered on At-Risk students and strategies to make them succeed
- Principal and Assistant Principals will attend Professional Development on Critical Thinking and Danielson’s Framework

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

The teacher decides and schedule Diagnostic and Predictive Assessments. They also use Performance Based Assessment and Projects to evaluate student’s understanding in a deeper way. Teachers select the appropriate assessment tools and the Professional Development that they need to assess their students. Members of each

discipline must conduct Professional Development for their Subject Team, during the Subject Team meeting twice a month. This year we will be introducing Castle Learning and the Kahn Academy online assessment and tutoring tools.

During the winter and spring of 2015, teachers worked in departments with the Subject Team Leader during Professional Development Monday sessions to create assessments and student rubrics aligned to the CCLS to improve instruction. The Grade Team Leader also led their teams into looking at student work to improve learning and instruction. Teachers in our school are experts at using protocols for improving instruction by discussing students' and teachers' work. Teachers gave feedback to the UFT Chapter Committee who collaborated with the Principal on an SBO schedule for the school ensuring that there was time during the school day for teachers to work together to look at student work and improve instruction.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	195,783.00	X	As per Action Plans
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,367,504.00		

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 and Plan (PIP)

(Required for Title I Schools ONLY)

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

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., common core information, literacy programs for their children, math intervention and portfolios and use of technology for academic success;
- providing parents with the information and training needed to become effectively involved in planning and decision-making in support of the education and academic success of their children—specifically, parent Conferences, College Planning Seminars, Financial Aide Seminars and the availability of a college coordinator who will meet with them as needed.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; In this, the school has used and will continue to use the Teacher Ease program for [parents to monitor daily and weekly the progress of their child, in addition, parents are given access to ARIS and other written and online information to keep them informed and help their child to succeed.
- providing assistance to parents in understanding City, State and Federal standards and assessments; this is accomplished in many ways at Manhattan Village—in general by being available at any time to meet with and answer parent questions; specifically, the administrative staff works to help complete forms for the Lunch application which helps their child to succeed; the Guidance Department contacts parents frequently for at-risk conferences; parents of students whose attendance is poor or lacking are called in for conferences and guidance is give regarding state and DOE mandates for graduation; Guidance intervene to provide parents with information for free health care and opens the way for students to receive counseling services inside and outside of the school; administrative staff routinely

assist parents by providing information/assistance and as well as required forms to prove attendance/enrollment of their child and to meet Social Security and New York City requirements to meet requirements to receive public assistance.

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; parents are invited routinely for parent-teacher conference; 9th Grade parents are invited to several orientation conferences to explain how we will support them and their child as they go through the four years Manhattan Village Academy including course work, Regents Examinations and Portfolios required as well as our specific graduation requirements. In addition, parents are invited to the Parents Association Meeting monthly, the Awards Dinner, and are invited to participate in the School Leadership Meetings (monthly).
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; parents are invited to help support the school by participating in giving vocational or other conferences to students and are called upon occasionally to attend trips or other events related to student success.

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

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

- actively involve and engage parents in the **planning, review and evaluation** of the effectiveness of the school's Title I program (and all of its programs) as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- help to engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills as needed or required;
- ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development to support them in helping their children to achieve their goals and success, especially in developing critical thinking and leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator and the school staff will provide parent assistance and workshops/conferences based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file reports and accountability reports as required;

- will conduct parent workshops/conferences/meetings with topics that may include: parenting skills, understanding educational accountability grade-level core curriculum and the schools assessment expectations; literacy, accessing community and support services; and technology training to build our parents' capacity to help their children to be successful in their lives at home/community and in a college environment;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year (for the entire parent community) to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to meet with teachers, staff and/or administrators to work to assist in helping their child maximize success and will be allowed to provide insights and suggestions as to how best to help their child succeed;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- will organize as often as required a Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address student academic progress and requirements as well as individualized needs and allow parents to express and explain the ways their children can best be helped.;

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

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

- providing school letters/information for regular written communication between teachers and the home in a format, and to the extent practicable, in the languages that parents can understand;

SCHOOL-PARENT COMPACT

(REQUIRED OF ALL SCHOOLS)

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

I. School Responsibilities

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

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

Support Home-School relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance (above 90%) and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child surfs the internet, watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, the School Band, team sports and/or quality family time;
- encourage my child to follow school's **12 Non Negotiable Rules** and the **NYC Discipline Code** rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist when possible from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions; • show respect for myself, teachers and staff, my community and others' property;
- practice **REASON-RESPECT-RESPONSIBILITY (3Rs)** in all of my interactions with others
- always resolve disagreements or conflicts peacefully;
- always try my best to learn through **hard work and perseverance** .

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 2	Borough Manhattan	School Number 439
School Name Manhattan Village Academy		

B. Language Allocation Policy Team Composition

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

Principal Hector Geager	Assistant Principal Marcos Bausch
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Esther Cho	School Counselor Elly Feinstein
Teacher/Subject Area Hope Haskes/Latin	Parent Randy Jaquez
Teacher/Subject Area	Parent Coordinator Ircania Vega
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	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	0	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)	441	Total number of ELLs	5	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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
Dual Language														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	5	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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										0
DL										0
ENL	3			0		1	1		0	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
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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										2	3			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)										2				0
Commanding (Proficient)										7	3	1		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										1	15	8	2	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										1	15	8	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	1	1			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	2								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	1		1	
Integrated Algebra/CC Algebra	9		8	
Geometry/CC Algebra	3		3	
Algebra 2/Trigonometry Math _____	1		1	
Chemistry	1		1	
Earth Science	9		8	
Living Environment	3		3	
Physics				

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	3		3	
Geography				
US History and Government	1		1	
LOTE	1		1	
Government				
Other _____				
Other _____				
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)								
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.
 Of our population of 5 ELLs, all 5 are Expanding (Advanced). Thus, there is no current assessment tool needed to assess early literacy skills. The NYSITELL, which is administered to eligible students upon entry to the DOE, as well as the annual NYSESLAT administered to current ELLs, assess the literacy skills of our ELLs, and are considered when preparing students for the Regents. At our school, MVA, ultimately, the assessment that matters for the ELLs is the Regents; particularly those required to get an Advanced Regents Diploma. Teachers use ongoing teacher-created assessments, diagnostics, and predictives based on actual Regents material, which obviously is mostly grounded in reading and writing (and listening comprehension for the ELA Regents, which is practiced in the 9th and 10th grades as well). In addition, ELLs take in-house periodic acuity assessments to gauge development of the modalities, such as reading comprehension and writing skills. One test we use for this is the Gates-MacGinitie Reading Test. The data reveals that the majority of our ELLs are advanced in listening and speaking, but struggle with reading comprehension; this informs our school's instructional plan in that teachers adjust their curriculum accordingly and are mindful to challenge our ELLs to increase their academic language and vocabulary as well as work on higher-order inference questions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across performance levels and grades show that the majority of the ELLs (11 out of 13) passed the April 2015 NYSESLAT. The remaining 2 ELLs, both ninth graders when taking the test, scored as Expanding (Advanced). Of those 2 ELLs, one was an Intermediate ELL who moved up a proficiency level to Expanding (Advanced); the other ELL is a Long-term ELL, who has had 9 years of service, and has plateaued at the Advanced level for the past few years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Patterns across NYSESLAT modalities in the data show that our ELLs are stronger in their listening and speaking skills, but weaker in their reading and writing skills. This information in turn informs our instruction and programming for the upcoming school year, which will place special emphasis on these two modalities through the development of reading and writing skill-building enrichment classes.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Data patterns across performance levels on the NYSITELL and NYSESLAT and grades show a positive correlation: students who increase their score in a modality or overall proficiency level each year also show an improvement in their report card grades. ELLs do not take tests in their classes in their home language as our program model is English-immersion in a self-contained ESL environment. Students are offered to take Regents exams in their home languages, but they usually decline the option; since they learned and are familiar with the content vocabulary in English, reading these content words in their home language actually causes confusion, especially when they are at times awkwardly translated on the exam. ELLs at MVA take the regular ELA periodic assessments, along with the rest of their grade, in lieu of the ELL Periodic Assessment. The school leadership and teachers use the results of the Periodic Assessments to inform individual classroom instruction in designing curriculum, and providing extra literacy classes and math classes. We discuss the results of the Periodic Assessments at faculty meetings, Professional Development meetings, and grade team meetings. For example, we are implementing reading more non-fiction and critical reading.

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*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
 NYSED bilingual glossaries and dictionaries are provided. For Spanish-speaking students, I frequently make references to cognates when they come up in context in lessons. Students' native languages are also considered in instructional decisions, when choosing classic literature that is culturally-relevant and engaging, such as "When I was Puerto Rican," "House on Mango Street," and "Color of my Words." Content area teachers also teach in such a way that they are building the students' English language skills by using visuals, heterogeneous skill grouping, adapted text where needed and providing explicit vocabulary support. Data such as students' middle-school ELA and Math exams, periodic assessments, lowest-third information on Advance are considered in instructional decisions, for groupings and to inform focused instruction and lesson aims. The assessments reveal that our ELLs are advanced; the majority of them are outperforming their native-English-speaking peers. We also use performance-based assessments, such as the portfolios. In 9th grade, they write an extensive, nine-chapter autobiography about their families, languages, and cultures, which provides background information about the child. In 10th grade, a Global Studies portfolio is submitted, and math in 11th grade. In the process of completing portfolios, they are given direct feedback about their writing assessed by doing drafts and re-writes. They are given feedback in their reading by doing research, under guidance of the subject teacher, and speaking, by being required to prepare a presentation and to answer questions as a final assessment of their understanding for that portfolio. Since the portfolios span the content areas, every content teacher teaches in such a way that they are building the students' English language skills.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

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

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

Part IV: ELL Identification Process

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

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.

Within 10 days of entering the New York City Public School System and our school, MVA, for the first time, the trained, licensed ESL teacher (Esther Cho, who speaks Spanish and Korean) administers a Home Language Identification Survey (HLIS) and informal oral interview in English and/or the student's first language as well as the parent's preferred language of communication (via over-the-phone translation services available through the DOE's Translation and Interpretation Unit), to determine the student's home language. Based on the interview and the HLIS, the ESL teacher (Esther Cho) determines whether the child is eligible to take the NYSITELL: when one question on the HLIS Part I - Questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS Part I - Questions 5-8 indicate that the student uses a language other than English. The interview with the parent and student, which includes a review of work, is also used in conjunction with the information indicated of the HLIS to determine whether the child is administered the NYSITELL by the trained, licensed ESL teacher (Esther Cho) within 10 days of enrollment.

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).

SIFE students are identified within 30 days of enrollment. First, the Oral Interview Questionnaire is administered in the student's respective language. Students who speak Arabic, Bengali, Chinese, Haitian Creole or Spanish as a home language are able to take CUNY's Literacy Evaluation for Newcomer SIFE (LENS) assessment online.

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).

The Language Proficiency Team (LPT) includes the parent of the SpELL student, the principal (Hector Geager), the ESL teacher (Esther Cho), and the Special Education Coordinator (Vincent Cristiano). The team determines whether the student has language acquisition needs and should take the NYSITELL. Together, the team fills out the Language Proficiency Team NYSITELL Determination form. This process is completed in the first 20 days. The parent is provided interpretation in his/her preferred language. SIFE identification is also administered with the following process, according to the English Language Learner Policy and Reference Guide: if the student is an ELL who has attended schools in the United States for less than twelve months and who, upon initial enrollment in such schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Schools have 30 days from initial enrollment to make an initial SIFE determination and indicate this in the DOE's data collection systems. This process begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Following the steps outlined for the ELL Identification Process, there are indications within that a student has had an interruption or inconsistency in their formal schooling; in this case, we would proceed with the SIFE Identification Process as outlined for students who are newly identified ELLs, in grades 3 to 9, and at the Entering (Beginner) or Emerging (Low Intermediate) level of proficiency as indicated by the NYSITELL results. In the SIFE Identification Process, we would first administer the oral interview questionnaire, then for those who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we would administer the Literacy Evaluation for Newcomer SIFE (LENS). Schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE determination within the 30 days may be Transitioning (Intermediate) level or higher on the NYSESLAT.

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.

Since there is a limited time frame of five school days after the NYSITELL is scanned and scored, and students' addresses tend to change frequently, the ESL teacher personally distributes the entitlement and transitional support (the two years of service after students pass the NYSESLAT) letters to each mature and responsible high-school student to take home and share with his/her respective parents. Correspondence is in parents' preferred languages. Afterwards, the ESL teacher follows up with each student to ensure that they had indeed delivered the letters to their respective parents.

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).

The ESL teacher notifies the parents via phone and/or email that they have the right to appeal ELL status within 45 days of enrollment through the ELL Re-Identification Process. Correspondence is in parents' preferred languages. The ESL teacher (Esther Cho) informs the parents that a review of the ELL status will initiate upon receipt of a written request by the parent. This re-identification process will be completed within 10 school days of receipt of written notice. Copies of these letters are placed in the official cumulative files of these students, which are stored in the main office. The ESL teacher also keeps copies of all aforementioned forms in binders.

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.

MVA ensures that parents understand all three program choices, in person, when students attend the Open House and are interviewed at MVA. All ELLs have entered MVA through a selective process in which they have chosen MVA—with the understanding that a Free-standing ENL program is currently offered. They are also informed that parent choice is involved with regard to the three types of programs (Free-standing, TBE, and DL). After the ESL teacher (Esther Cho) invites parents to the parent orientation via phone and/or

email and/or letter home with the student in the parents' preferred languages, the ESL teacher also informs them at the parent orientation that as per the ASPIRA Consent Decree, that if there are 20 or more ELLs in any single grade who speak the same language, then a bilingual program could be opened up; parents who have previously chosen a TBE/DL program when the program becomes available will be notified via phone call and/or email and/or letter home with the student, in the parent's preferred language. For the parents of newly enrolled ELLs, the ESL teacher notifies the parents of their child's entitlement to ELL services, and informs parents of all three program choices through a parent orientation, conducted in the parents' preferred languages, within 10 school days. A bilingual program is the default placement when a parent survey is not returned.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Within ten days that the NYSITELL is administered, there is an orientation given by the ESL teacher (Esther Cho) for all new ELLs and parents in which the Parent Orientation video is played in their respective languages, and translators are available on standby. At the orientation, all three programs are again reviewed, and parents are provided the entitlement letter and Parent Survey and Program Selection form, which is translated in their respective home languages. Parent Program Choice is honored and entered on the ELPC screen within 20 days and is monitored via follow-up calls, emails, and letters in the parents' preferred language. Parents who have previously chosen a TBE/DL program when the program becomes available will be notified via phone call and/or email and/or letter home with the student, in the parents' preferred language. After they are filled out and returned in person, these documents are then placed in the official cumulative files of the newly-entitled ELLs, which are stored in the main office. The ESL teacher also keeps copies of all aforementioned forms in binders.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Since MVA's ELL population is typically small (5-18 students each year), it is not difficult to monitor the completion and return of the Parent Survey and Program Selection form; the ESL teacher (Esther Cho) keeps track of this document. As mentioned in #7, the Parent and Program Selection form, presented in the parent's preferred language, is completed and returned in person at the parent orientation. If there is a rare circumstance where a form has not been completed and returned, the ESL teacher will make follow-up calls and sends letters home in their parents' preferred language to remind parents of the impending deadline. After they are filled out and returned in person, the ESL teacher then places this document in the official cumulative files of the ELLs, which are stored in the main office. The ESL teacher also keeps copies of all aforementioned forms in binders.
9. Describe how your school ensures that placement parent notification letters are distributed. Since there is a limited time frame of 10 school days and students' addresses tend to change frequently, the ESL teacher (Esther Cho) personally distributes the placement parent notification letters, presented in the parent's preferred language, to each mature and responsible high-school student to take home and share with his/her respective parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). ELL documentation (such as the HLIS, Language Proficiency Team NYSITELL Determination form, entitlement letters, continued entitlement letters, transitional support letters, Parent Survey and Program Selection form, Program Placement letter) is stored in each ELL student's official cumulative files, which are stored in the main office. The ESL teacher (Esther Cho) also keeps copies of all aforementioned forms in binders.
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.
The ESL teacher (Esther Cho) determines NYSESLAT eligibility based on the RLER --> LAT screen on ATS. The ESL teacher then administers NYSESLAT testing, which commences with the speaking section at the beginning of April. The ELLs are tested for speaking during their ESL class period. The listening, reading, and writing sessions are administered at the beginning of May. The ELLs take each of the three L/R/W sections of the NYSESLAT during their ESL class period, which is 45 minutes long. Since the NYSESLAT is an untimed test, the ELLs are given ample time during their ESL class period to finish these sections. Through multiple reminder emails from the CFN and DELs, steps are taken to ensure that all ELLs receive the NYSESLAT annually.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Since there is a limited time frame of 10 school days and students' addresses tend to change frequently, the ESL teacher personally distributes the continued entitlement and transitional support letters, presented in the parents' preferred languages, to each mature and responsible high-school student to take home and share with his/her respective parents.
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 Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The school monitors trends in parent choice by analyzing the cumulative results of the Parent Survey and Program Selection Form from each year via the ELPS screen on ATS. The trend in program choices shows, according to the ELPC screen on ATS, that parents have overwhelmingly requested Free-standing ENL as their program (100%), as all ELLs have entered MVA through a competitive and selective process. Students are informed and reminded at the Open House and interview that they are choosing MVA with the

understanding that a Free-standing ENL program is offered. Parents are informed that if they are interested in the other two programs (TBE and DL), that they could transfer their child to a different school where their choice is currently available; however, parents prefer to keep their children at MVA. They are also informed that as per the ASPIRA Consent Decree, if there are 20 or more ELLs in any single grade who speak the same language, then a bilingual program could be opened up. However, since the total ESL population at MVA has historically been small (typically staying below 20 students total in the whole school), parents would rather opt for the Free-standing ESL program, which their children could be placed in right away.

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.
 As per CR Part 154.2, "Entering" English Proficiency level students receive a total of 540 minutes per week: 180 minutes of Standalone ENL instruction and 360 minutes of Integrated ENL instruction. "Emerging" English Proficiency level students receive a total of 360 minutes per week: 90 minutes of Standalone ENL instruction and 270 minutes of Integrated ENL instruction. "Transitioning" English Proficiency level students receive a total of 180 minutes of Integrated ENL instruction per week. "Expanding" English Proficiency level students receive a total of 180 minutes of Integrated ENL instruction per week. "Commanding" English Proficiency level students receive a total of 90 minutes of Integrated ENL instruction per week. Where there is flexibility between Standalone and Integrated Instruction (for "Emerging," "Transitioning," and "Commanding"), Integrated Instruction is the option taken each time. With regard to the Integrated ENL instruction, the ESL teacher co-teaches with ELA and Social Studies content area teachers and pushes into their classrooms. Thus, current and former ELLs are grouped together according to grade (with mixed proficiency levels) and travel together as a group for these two subjects. The standalone ENL classes are separated by proficiency level and are ungraded. Currently, all ELLs at MVA are at the Expanding and Commanding English proficiency levels; thus, Standalone ENL instruction is not needed for this school year.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
Please refer to Question #1A above.
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.
 All ELLs, regardless of their lengths of service and proficiency levels, are actively engaged in a standards-based academic curriculum at MVA that integrates the Common Core Learning Standards. Teachers maintain student portfolios, which allow for careful, concrete tracking of a student's progress over the course of a school year. MVA emphasizes student production that is task-oriented and project-oriented. While various ESL approaches (such as scaffolding, use of visuals, differentiated instruction) have found their way into the mainstream classrooms at MVA to aid students in the demands of the CCLS, there is a general instructional emphasis on the Communicative method within the freestanding ESL classes. At MVA, materials and media play an important role in having students actively involved in the learning process, and many of the materials found in the classrooms are task-based and encourage Communicative language use. All content areas integrate the four modalities (listening, speaking, reading and writing) while engaging students with contextualized input that encourages critical thinking that serves a purpose in the real world. To scaffold difficult literature, materials such as adapted, leveled texts are used: Oxford Bookworms and Shakespeare Made Easy. Native language support is provided through the NYSED bilingual glossaries, which the students refer to. Resources are available, such as Spanish texts and textbooks in Spanish, as well as dictionaries. Portfolios are performance-based assessment units, and are used to make content comprehensible and foster language development by engaging students in meaningful projects

allowing them to interact with language. Additionally, although our program emphasizes English language immersion, there is native language support for the content areas when it comes up in context; cognates are used by our diverse staff, who speak a range of languages.

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

N/A

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

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

6. How do you differentiate instruction for 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

As mentioned earlier, the our ELLs travel together by grade and are grouped heterogeneously with regard to proficiency levels and years of service. In conten classes such as Global Studies, learning is differentiated according to subject and grade, and ability level (CTT classes). In their classes, differentiated instruction is also given to the various ELL subgroups through learning stations. On most days, students will work on different tasks according to their level, or have the same task, but adjusted to their level. For example, if the activity is to write about their immigration experience, the SIFE and Newcomer groups would get scaffolded graphic organizers and templates, while the Developing would get sentence starters, and the Long-Term and Former ELLs would get outlines. There are also activities where levels are heterogeneous and students work together on a group project, but are grouped strategically; for example, a long-term ELL who speaks Spanish will be in the same group as a newcomer ELL who also speaks Spanish. Former ELLs receive two years of services after they pass the NYSESLAT, 90 minutes per week. Like the current ELLs, for two years they continue to receive time and a half for NYS ELA and content-area assessments and on Regents exams in a separate location, are provided NYSed bilingual glossaries, and may take Regents exams in alternate language editions. Differentiation also happens by level and need. For example, teachers differentiate the task, assignment, and assessment, and individualize learning plans. For former ELLs, we offer extra help in reading, writing, and math after school, as well as a double period of Math and English. They are also entitled to continue having testing accommodations for up to two years. Newcomer students at MVA do not fit the classic profile in that they may have been in the country for less than three years, but who have already had English schooling and place at the Intermediate or Advanced levels. SIFE students are tracked closely by teachers and administration and academic intervention plans are developed and implemented using diagnostic and predictive tests. In general, the ELLs receiving service 4-6 years are also ELL-SWDs; their individual IEPs help to develop out instructional plans for them.

7. 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.

In Phase 1 of the Re-identification process, a student who has undergone the ELL Identification Process may go through the ELL Re-identification process. This allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 days of enrollment) that the ELL Identification Process be administered a second time. It may be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age or older. The Re-identification process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 calendar days. The ESL teacher (Esther Cho) is the assign qualified and train staff who manages both the initial and Re-identification processes.

Our school ensures that the student's academic progress has not been adversely affected by the re-identification because according to Phase 2 of the the process, between 6-12 months from the date of the superintendent's notification to the principal, the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. He will do this by consulting a qualified staff member in the school, the parent, as well as the student. Based on the recommendations from the aforementioned, if the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student, as

Chart indicated by the CR Part 154.2-3. The principal may also reverse the determination within this same 6-12 month period. However, in order to do so, the principal must consult with the superintendent. Final decision notification will be in writing to the parent and/or in the parent's preferred language within 10 school days.

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?

Teachers of ELL-SWDs give students support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups, which accelerate English language acquisition. MVA has an extensive library with books to serve all levels; there is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources such as Brain Pop. ELLs are engaged in a standards-based curriculum that incorporates the CCLS, and is designed to strengthen ELL-SWDs' integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas. The materials we provide are cognitively appropriate and content specific. For example, we use a textbook called "Analytical Reading and Reasoning," which is based on a program to help students develop analytical reading. As find through the diagnostic test their appropriate academic level, then we scaffold instruction. This also helps to accelerate English language acquisition. The special education team meets, reviews their IEPs, and programmed according to their needs. We also use SESIS to further review students' IEP needs.

Teachers across the board, in all grades and subject areas, use grade- and age-appropriate materials for ELL-SWDs. Teachers are also mindful to use specific instructional strategies tailored to each individual ELL-SWD, based on his/her IEP. The school ensures that ELL-SWDs receive all services mandated on their IEPs through regular IEP meetings and weekly meetings with teachers.

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?

The criteria used to place ELL-SWDs in ICT classes is based on their IEPs and the recommended services indicated. They are learning and attaining English proficiency in the least restrictive environment in that they participate in ICT classes and/or general education classes with SETSS.

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> 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.

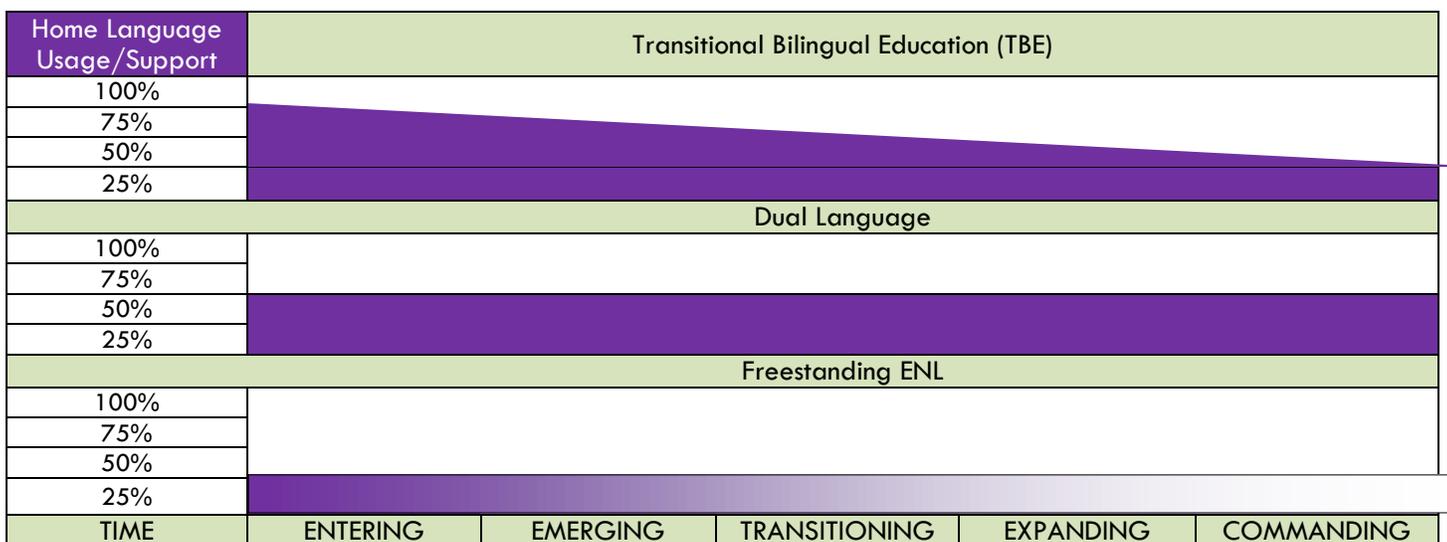


*Note: “other approved services” does not apply to New York City at this time.

CI Chart

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. All ELLs, regardless of their subgroup, are expected to complete five portfolios (in ELA, Global History, Math, Globalization, and Physics) in addition to attaining an advanced Regents diploma. Our school offers targeted intervention programs for ELLs in each of the core content areas (Math, ELA, Science, Social Studies) during our daily PM school and Saturday Academy, which aids ELLs in meeting these requirements by building skills such as writing and Regents preparation. Most of the teachers are bilingual in the students' home languages and translate and explain in their home languages when necessary.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

At our school, the content of the core classes is the material used to teach develop students' English proficiency; they are learning meaningful content area subject material in context, in English, which is the language of instruction. All teachers are mindful that they are not only teaching their individual subjects, but that they are also teachers of ELLs. ELLs are given appropriate support in each content area, with emphasis on those that have Regents exams (in 9th grade, Integrated Algebra and Earth Science; in 10th grade, Global History, Geometry, and Living Environment; and in 11th grade, in US History, Trigonometry, and ELA). ELLs receive literacy support appropriate for all of these content areas, and actual content support in ELA and Social Studies. Former ELL students who have tested as Profecient on the NYSESLAT exam while at MVA receive the same support as entitled ELLs. ELL students not only have access to support from the ESL teacher, but they also get their own learner dictionaries and accounts on sites such as Visual Thesaurus, with the aim being that students can build literacy skills on their own. As mentioned earlier, teachers create their own diagnostics, predictives, and periodic assessments and review the data every 3 months. The data shows that our current programs are effective, as our ELLs are passing their Regents exams.
12. What new programs or improvements will be considered for the upcoming school year?

As mentioned earlier, there is a subject-area portfolio due each grade, and a portfolio preparation class incorporated into students' schedules for that subject. One improvement that will be considered is having the ESL teacher push-in to the portfolio preparation classes in each grade to provide more individualized attention and feedback to ELLs.
13. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As mentioned earlier, ELLs are afforded supplemental services such as Summer Bridge, PM school, and Saturday Academy. Regarding after school programs, ELLs are afforded equal access to all school programs and encouraged to participate in the MVA community in school programs such as AP and Honor classes, Student Government, MVA Ambassadors/Tour Guide, National Honor Society, Chess Club, MVA Band, and Sports programs such as the Step Team, Cheerleading, Basketball, and Baseball. These programs are advertised through announcements and posters. We do have ELLs who participate in these activities.
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.

Adapted materials are produced through the collaboration of content-area teachers and the ESL teacher. MVA also has an extensive library with books to serve all levels, including a collection of adapted classics. There is also a computer lab (as well as rolling labs/floating laptops) in which MVA students are encouraged to make use of internet resources, apps, and audio/visuals. Online learning programs such as Castle Learning, Delta Math, and Khan Academy are utilized by teachers. Narive language materials such as NYSed bilingual glossaries and Brainpop in alternate languages are also used.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We currently do not have DL and TBE programs in our school. Regarding ENL, English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students whose native language is Spanish. However, native language is supported through interactive online programs such as Brainpop in alternate languages. Support is also provided through pocket translators, bilingual dictionaries, and through teaching cognates.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The resources used are developmentally appropriate for ELLs' ages and grade levels and content-appropriate. For example, Intermediate ELLs are not given elementary school-level books with juvenile content. Instead, they are upheld to engage in the academic curriculum at MVA, and will read the classics along with their peers, but with adequate support in the form of adapted versions, and pre-teaching of vocabulary and idioms by the ESL teacher. For instance, the book series "Shakespeare Made Easy" publishes the literature side by side with the colloquial translation; all MVA students, ELLs included, read Romeo and Juliet, Julius Caesar, and Hamlet using this support.
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).

All ELL students attend our Summer Bridge enrichment program prior to starting their 9th grade year; transfer students also attend. New ELLs who enroll throughout the school year can attend our Saturday Academy.

19. What language electives are offered to ELLs?

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

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)?

N/A

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.)

The professional development that MVA teachers (including the guidance counselor and specialized teachers such as Special Education and Speech Therapists) participate in on a weekly basis addresses the issues of the four modalities, how to design engaging lessons that meet the Common Core Learning Standards with ELLs in mind, as well as the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The pupil secretary and parent coordinator also attend DOE-sponsored Professional Development meetings regarding ELLs.

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?

There are many organizations that offer Professional Development opportunities to ESL teachers in supporting ELLs as they engage in the Common Core Learning Standards: Fordham University's NYC Regional Bilingual Education Resource Network (RBE-RN), Teachers College, the CFN network, the UFT, and DELLS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ESL teacher joins each grade team's meeting once a week to discuss issues pertaining to the ELLs academically and socio-emotionally, and share ESL methodologies as well as strategies to scaffold understanding. Special attention is given to the 9th grade team to assist 9th grade teachers in assisting ELLs as they transition from middle school to high school. The staff is supported by school leadership through the provision of these Professional Development meetings. Additionally, the guidance counselor provides support by attending Professional Development that would assist ELLs as they transition.

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 mentioned earlier, the ESL teacher attends numerous Professional Development opportunities through the Fordham University's NYC Regional Bilingual Education Resource Network (RBE-RN), Teachers College, the CFN network, the UFT, and DELLS. Records are kept for professional development activities via agendas and attendance, which demonstrate that the ESL teacher meets the required 50% of total hours (175 hours every 5 years --> 87.5 hours --> 17.5 hours each school year). The other teachers on staff are also notified about Professional Development opportunities related to ELLs, and are mindful to attend on Chancellor's Days, as they are 15% of their total hours (5.5 hours each school year). Records are kept for professional development activities via agendas and attendance.

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?

Our school provides annual individual meetings with parents of ELLs mid-year to discuss goals of the program, language development proficiency assessment results, and language development needs in all content areas. This meeting includes school staff, such as the ESL teacher and the core content teachers, who thoroughly inform the parents about the child's language development in all content areas. Parents' preferred languages are considered, according to the languages indicated on their blue cards. The Language Access Coordinator also utilizes the Language Access Toolkit provided by the Translation and Interpretation Unit to assist parents. Personal translators, bilingual teachers, as well as over-the-phone translation services are available from the Translation and Interpretation Unit. Also, after every diagnostic, predictive, and in-house periodic assessment that the ELLs take every 3-4 months, all teachers (the ESL teacher and content area teachers) hold individual meetings with parents to discuss language proficiency assessment results, language development progress, and language development needs in all content areas.

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.

#2: Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parents needs are accommodated via in-person meetings, phone calls, and letters. The ESL teacher (Esther Cho) keeps a binder or documents as well as a record book that keeps track of all of this information.

#3: ELL parents are actively involved in school through the Thanksgiving Feast, Multicultural Night, Meet the Teachers/Open House Night, College Information Nights, and FAFSA information sessions. The families of ELLs at MVA are also included in the school community through MVA's monthly Parent-Teacher Association meetings; school information that is accessible on the school website, regular contact between advisors and parents that evaluates the needs of parents; and translated material sent home in high-incidence languages. At MVA, the parent coordinator, social worker, and health aide offer resources in high-incidence languages. Furthermore, all teachers use TeacherEase as a platform for parent communication; all parents are instructed on how to sign up, long-in, and keep track of their child's performance. Parents' preferred languages are considered, according to the languages indicated on their blue cards. The Language Access Coordinator also utilizes the Language Access Toolkit provided by the Translation and Interpretation Unit to assist parents. Personal translators, bilingual teachers, as well as over-the-phone translation services are available from the Translation and Interpretation Unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Jewish Board Family Services and NYU Peer Health Exchange provide workshops and services to ELL parents. Our parents are exposed to financial aid workshops, can chaperone college trips, and have multicultural dinners.

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

The needs of parents are evaluated through monthly Parent Association meetings and data from surveys given by the school. The Parent Coordinator helps parents order school uniforms, sends out bilingual school newsletters, translates during report card conferences as well as individual parent-teacher meeting, and attends the Parent Association meetings. Parents are also welcome to email questions and concerns to teachers at any time via our online gradebook, Teacher Ease, which helps us evaluate the needs of parents.

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

Based on the results of the surveys, parental involvement activities address the needs of the parents through seminars that are conducted during PTA nights such as FAFSA, personal finance, applying to colleges. The parental involvement activities (such as the monthly Parent Association meetings, Open House Nights, and College Information sessions) address the needs of the parents in that they are given the time and space to interact with fellow parents of MVA students to discuss issues and concerns, such as the college application process. By meeting together, they are able to assemble and address the needs in real time at school, and receive resources and support from the school. Translation services are available; the Language Access Coordinator utilizes the Language Access Toolkit provided by the Translation and Interpretation Unit to assist parents. Personal translators, bilingual teachers, as well as over-the-phone translation services are available from the Translation and Interpretation Unit.

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.

N/A

Part VI: LAP Assurances

School Name: Manhattan Village Academy

School DBN: 02M439

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)
Hector Geager	Principal		10/29/15
Marcos Bausch	Assistant Principal		10/29/15
Ircania Vega	Parent Coordinator		10/29/15
Esther Cho	ENL/Bilingual Teacher		10/29/15
Randy Jaquez	Parent		10/29/15
Hope Haskes	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elly Feinstein	School Counselor		10/29/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other <u>Data Person</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M439 **School Name: Manhattan Village Academy**
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.

To assess language preferences of the parent community for both written and oral communication, information is culled from Part III of the Home Language Identification Survey (HLIS) during the intake interview, the ATS report of preferred languages (RAPL), as well as the blue Student Emergency contact cards, which are collected within the first few days of school. Parent Surveys are also conducted by the Parent Association, and teachers also conduct their own individual surveys.

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.

According to the information indicated in Question #1, parents' preferred languages for both written and oral communication are English, Spanish, Bengali, Arabic, Haitian Creole, Serbo-Croatian, Albanian, Cantonese, Mandarin, Russian, Vietnamese, and Polish; the majority of our parents indicate a preference for English and Spanish.

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 documents that our school disseminates every year that are translated are annual handbooks, which are distributed in September; newsletters, which are distributed monthly; individual attendance statistics letters, which are distributed monthly; parent-teacher conference announcements, which are distributed every October, January, March, and June; New York State testing dates, which are distributed every December and May; and letters from the school leadership. Translation requests to the Translation and Interpretation Unit are submitted at least two weeks ahead of time.

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.

The formal face-to-face meetings that our school typically has with parents throughout the year are parent-teacher conferences, which occur every October, January, March, and June; the annual individual meetings with ELL parents in January; and the individual IEP meetings with Special Ed parents (times vary). The informal face-to-face meetings with parents usually occur during school-sponsored events, such as the Thanksgiving Feast and Multicultural Night.

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.

Our school meets written translation needs through utilizing the translation services provided by the Translation & Interpretation Unit, who usually have a one-day turn around for the translation of written documents. These translation needs are anticipated beforehand, to allow adequate time for translation by the unit, and to ensure timely provision of translated documents to parents. Along with the Translation & Interpretation Unit, we take advantage of our resources in-house, as we have staff members on site who are bilingual; we keep a roster of bilingual staff who can be called upon to interpret.

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.

School personnel will always announce at the beginning of each face-to-face meeting that translation is available, using the posters and cards provided by the Language Access Toolkit from the Translation and Interpretation Unit. Interpretation services will be provided by over-the-phone interpreters via the Translation & Interpretation Unit; we also take advantage of our resources in-house, as we have staff members on site who are bilingual.

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.)

During our weekly Monday Professional Development sessions, our school will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services by having the Language Access Coordinator present a PD session exclusively on translation and interpretation services: to explain the Translation & Interpretation Brochure, the Language ID Guide, and Language Palm Card distributed at staff meetings.

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

Our school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663, by providing each parent who require language assistance services with a copy of of the Parents' Bill of Rights, which includes their rights regarding translation and interpretations services. Translated versions of this document are available. Our school will also post signs in each of the covered languages in a conspicuous location near the primary entrance of the school a sign, indicating the availability of interpretation services. Parents' Guide to Language Access is provided to parents and the Language ID Guide is also provided at security desk and the main office. In addition, our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. If there is a primary language that is neither English, nor a covered language (the nine most common primary languages other than English), but parents of more than 10% of children speak it, then our school will obtain from the Translation & Interpretation Unit a translation into such language of the signage and forms required, and will post and provide such forms accordingly. We will also direct all parents to utilize the NYC DOE's website, which also provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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)

Our school will gather feedback from parents of the quality and availability of services through parent surveys. Parents are also invited to directly communicate with the principal; he has an open-door policy, which many parents take advantage of by dropping by school to meet with him. We also schedule a focus group of parents, inclusive of all cultures and languages represented in our school, to gather feedback and best practices.