

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X312

School Name:

MILLENNIUM ART ACADEMY

Principal:

HERMAN GUY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Millennium Art Academy School Number (DBN): 08X312
Grades Served: 9, 10, 11, 12, SE
School Address: 1980 Lafayette Avenue, Bronx, NY 10473
Phone Number: 718-824-0978 Fax: 718-824-0963
School Contact Person: Lucy Censani Email Address: LCensan@schools.nyc.gov
Principal: Herman Guy
UFT Chapter Leader: Juanita Claxton
Parents' Association President: Elena Villa
SLT Chairperson: Benvenuto Ferron
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Reps:
Angie Gomez
Fransisco Gomez
Martin Tanco
Student Representative(s): Malique Collins

District Information

District: 08 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, 8th Floor, Bronx, NY 10458

Director's Email Address:

JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776

Fax: 718-828-3113

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)
Herman Guy	*Principal or Designee	
Juanita Claxton	*UFT Chapter Leader or Designee	
Elena Villa	*PA/PTA President or Designated Co-President	
Deidre Crosby	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Angie Gomez Fransisco Gomez Martin Tanco Malique Collins	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Brendan Connolly Yolanda Butler Jennifer Kokiadis	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rebecca Laboy	Member/ PARENT	
Ms. Forty	Member/PARENT	
Nancy Hernandez-Ceron	Member/ PARENT	
Veronica Clarke	Member/ PARENT	
Marlon Thomas	Member/ Parent	
	Member/	
	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.

Vision

Millennium Art Academy (MAA) is a public High School founded with the paradigm that art, humanity and exploratory education combined, will assist students to graduate with the necessary skills for college, careers and community. Since it opened its doors in 2003, the mission of Millennium Art Academy High School continues to center on "preparing graduates for the rigors of college, careers, and community via artistic, interdisciplinary, and humanistic engagements." At MAA, our caring faculty and support staff are dedicated to educating and supporting the whole-child via strategic instruction and guided youth-development. MAA believes that all children can achieve success through student centered inquiry based learning. It is through this methodology that all students, including special education and ELLs explore education in an inclusive environment. We believe that each student has unique talents, and we are dedicated to helping each student realize his or her unique truth within the framework of an intellectually, creatively inspiring, 'respect for all', nurturing environment. - In essence, at MAA, we believe that character, self-esteem, and academic achievement are indivisible, and we continuously encourage and celebrate growth and achievement in all that MAA students do. We want our students to advance in life with integrity by being empathetically mindful of others while advocating for justice and equality as they prepare for adult independence. Our school's approach to fostering a nurturing positive culture results in a safe inclusive environment where all students can achieve success.

Our Instructional and Support Programs

MAA offers a comprehensive array of core, honors, and AP classes, as well as a variety of elective classes that include comprehensive art classes, philosophy, drama, science exploration and college and career planning. It is our goal to infuse art, literacy, and technology in all subject area classes (to enhance subject matter lessons and to increase our student's literacy levels as needed due to item analysis).

Our special education students are supported by a team of dual certified teachers who serve students in Integrated Co-Teaching Classrooms, Special Education Teacher Support Services, and related services during the school day and after school. One hundred percent of our special education students attend classes in the least restrictive environment. All special education students are evaluated at the beginning of the school year to determine best practices for each student and monitor progress.

We have systems in place, so that we can employ constant monitoring of attendance and academic performance (Are you green?), and in providing appropriate academic and social interventions. Intervention may take the form of counseling, parent-teacher-student conferences, IEP meetings, PPT meetings, supplementary instruction, group and individual tutorials, and the provision of social welfare supports such as medical (Montefiore Medical Clinic), support for students in temporary housing, and post-secondary educational planning.

08X312 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	494	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	10	# Music	N/A	# Drama	1
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.1%	% Attendance Rate			85.6%
% Free Lunch	68.2%	% Reduced Lunch			1.4%
% Limited English Proficient	6.1%	% Students with Disabilities			25.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			30.4%
% Hispanic or Latino	66.3%	% Asian or Native Hawaiian/Pacific Islander			2.0%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.33	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.15
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	50.4%	Mathematics Performance at levels 3 & 4			70.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.8%	% of 2nd year students who earned 10+ credits			72.7%
% of 3rd year students who earned 10+ credits	71.9%	4 Year Graduation Rate			68.2%
6 Year Graduation Rate	73.0%				
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			NO
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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.

After review of ADVANCE and Teacher HEDI evaluation ratings, the Quality Review Report, Principal Performance Observation feedback, and internal assessments, we determined to target our instructional focus to address areas of need to improve teacher pedagogy and overall professional academic ethos.

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.

1- By June 30, 2016 MAA Teachers will improve pedagogy as evidenced by 75% of our teachers achieving effective or highly effective ratings in 3b, 3c, and 3d as evidenced by low inference observations and the Danielson Framework rubric/Advance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Action Plan</p> <ul style="list-style-type: none"> • Research based instructional programs including the new Chancellor’s aligned and approved CCLS curriculum. 	<p>All teachers.</p>	<p>Ongoing through the school year.</p>	<p>Admin Team and Instructional Coach</p>

• CCLS aligned curriculum maps and scope and sequence, lesson plans	All Teachers	Ongoing through the school year.	Admin Team and Instructional Coach
• Administration’s Consistent observations, post observations and collaborative follow up action plan.	All Teachers	Ongoing through the school year.	Admin Team and Coach
• Teacher driven Professional Learning Communities based on ongoing assessed needs and the Danielson Framework (weekly).	All Teachers will Participate	Sept-June	Principal and Admin Team
• Teacher Inter-visitation (weekly)	Teachers	Sept-June	Admin Team
• Parent outreach to increase parent engagement, and increase parent teacher communication (Skedula).	All Teachers	Oct-June	Admin Team
Teacher mentoring for untenured teachers	New Teachers	Mentoring guidelines	Teacher Mentors/Coach

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.											
Hiring a Peer Collaborative Coach, teachers currently in the Mentoring program with work with new teachers, ensure that teachers are scheduled for common planning time, provide teachers with new CCLS materials (NYSTL funds).											
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	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	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.											
Observation cycles, mid- year conversations.											
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.

Although we trend proficient in youth development, upon review of school data there is still a need for growth as evidenced by inconsistent student attendance, tardiness, and suspensions.

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.

By June 30, 2016 MAA will infuse our PBIS goals of SOAR, Scholarship (students prepared for class as delineated by their teachers), Opportunity (students will review pertinent data), Achievement (credit accumulation as per grade), Respect as evidenced by the student survey, PBIS Survey, and PBIS Rubric and SWISS Reporting. 75% of teachers will trend effective or highly effective in Danielson Domain 2.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Research based instructional programs including the new Chancellor’s aligned and approved CCLS curriculum. 	<p>Teachers</p>	<p>On going teacher teams and PD Sept ’15 May ’16</p>	<p>Teachers Teams Leaders, Admin Instructional Coach</p>

• Research based PBIS Curriculum for students and Rubric to assess progress	All Staff	On going teacher teams and PD Sept '15 May '16	PBIS committee, including parents and students
• Parent and student involvement in PBIS meeting	Parent and students	On going Sept '15 June '16	PBIS committee
• PBIS Reward System and School Store	Teachers Students	On going Sept '15 June '16	PBIS committee, including parents and students

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.											
Set aside funds for student incentives, purchase SWISS monitoring system, set aside funds for teachers who participate in after school PBIS sponsored events.											
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	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	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.	
<ul style="list-style-type: none"> • <u>September initial staff training</u> • <u>Swiss System Monthly Sept through June</u> • <u>Team Teacher Team Classroom Observations and Planning Weekly September through June</u> • <u>Teacher and Student Survey following PBIS events.</u> • <u>End of year Cumulative Survey</u> 	
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.

Based on the 2014-2015 Quality Review feedback, Principal Performance feedback, administrative observations there is an inconsistency with Collaborative Teacher Teams with regards to vertical and horizontal planning and alignment, and delivery of rigorous instruction.

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.

1- Goal – By June 2016, 75% of our Collaborative Teacher Teams (by discipline, including new teachers) will develop CCLS aligned units, lessons, and performance tasks to improve rigor in the classroom as evidenced by specific targeted CCLS standards and Effective and Highly Effective questioning (3b) as delineated in the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
<ul style="list-style-type: none"> • Collaborative Peer Teacher Coach will work with Developing and Ineffective teachers following observations to improve pedagogy. 	Teachers	Sept through June	Peer Collaborative coach and Admin Team

<ul style="list-style-type: none"> • ICT Teachers will work collaboratively at specific designated times, to ensure all lesson are UDL and differentiated (multiple entry points). 	ICT Teacher Teams	Sept through June	Special Education Coordinator, Admin Team
<ul style="list-style-type: none"> • Teacher driven Professional Learning Communities based on ongoing assessed needs and the Danielson Framework (weekly). 	Teacher and Admin	October through June	Teacher PLC leaders and Admin Team
<ul style="list-style-type: none"> • Teacher Teams work collaboratively to create school-wide rubric to assess CCLS (Equip) and Danielson Framework alignment (weekly). • Teacher Inter-visitation • Ongoing Administration observation and follow-up support. 	Teachers Teachers	Sept through June Sept through June	Admin Team Admin tea, Collaborative Coach

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.											
Professional Development, on all levels, as well as support from the support centers, will be utilized. The school will be benefiting from ongoing professional development provided by the support centers, both teacher and administrators to observe best practices. Professional Development from outside sources will also be utilized.											
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	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	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>Complete observation cycles (2) by December 2015, Review student work, progress, etc.</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 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.

After a two year review of our credit accumulation, graduation, and regents results it was determined that we needed to improve and increase our school standing as evidenced by the prior progress reports and current school snapshot.

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.

By August 2016, 75 % of MAA senior students will achieve graduation requirements by accumulating necessary credits and passing the required Regents exams

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"> • Review of student data and action plan for all juniors and seniors under credited. 	<p>Guidance and Teachers</p>	<p>September</p>	<p>Principal</p>

• Research-based instructional programs , professional development, and systems and structures needed to impact change	Teachers	September-June	Principal
• Unified Core beliefs using CCLS aligned curriculum, Saturday regent prep, teacher tutoring	Teachers	September-June	Principal, Admin Team
• Student/Parent/Teacher communication and student academic monitoring using “live” access Skedula.	All Staff	September-June	Principal, Admin Team

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.											
Continue funding of Datacation, hold cycles of town hall meetings to go over Are You Green, monthly parent meetings to go over student progress.											
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	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	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.
<u>Progress reports, monitor parental participation, monitor of scholarship data/report every marking period. This will be measured by 75% of 9th and 10th graders achieving a minimum of 5 credits.</u>
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.

In accordance with the Chancellors School Pillars and Framework all schools should develop greater partnerships with families, students and communities. At Millennium, we plan to re-enforce and expand the systems that are in place at the school that provide students and families continual feedback and progress reporting and school wide level.

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.

1- By June 2016 90% of MAA teachers will partner with parents to inform them of ongoing assessment and grading practices to adjust instructional decisions and provide access to the CCLS to all students (including Students with Disabilities/ ELLs (Tri-State Equip Rubric).

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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"> • Student/Parent/Teacher communication and student academic monitoring using “live” access Skedula. 	<p>Parents, teachers, students</p>	<p>Sept-June</p>	<p>Principal and Admin Team</p>

• Assesses student proficiency using methods that are unbiased and accessible to all students.	Teachers	Sept-June	Principal and Admin Team, Special Education and ELL Coordinator
• Teachers will use varied modes of assessment, including a range of pre, formative, summative, and self, assessment measures.	Teachers	Sept-June	Principal, Admin Team, Coach
• Conduct parent workshops with topics that include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations, school data, and translation of school data and documents.	Parents	Sept-June	Parent Coordinator, Admin Team

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.											
Monthly parent workshops provided by Admin and Parent Coordinator, Community Coordinator, continue to fund the use of Skedula to communicate with parents.											
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	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	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.											
Creation of parent survey will help monitor and see if strategies are working. Parent survey will be given twice a year.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's	Extended day classes, targeted tutoring, tutoring for special needs, AIS lab for ELL students, Saturday school.	Support will be provided in additional classes, small groups	The majority of these services are provided after school but tutoring is available before, during and after school
Mathematics	Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's	Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep	Support will be provided in additional classes, small groups and 1:1 tutoring	The majority of these services are provided after school but tutoring is available before, during and after school
Science	Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's	Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep	Support will be provided in additional classes, small groups and 1:1 tutoring	The majority of these services are provided after school but tutoring is available before, during and after school
Social Studies	Teacher recommendations, citywide exams, Regents exam scores, Guidance Counselor recommendation, IEP's	Extended day classes, tutoring, targeted tutoring for special needs students, targeted students for Regents exam prep	Support will be provided in additional classes, small groups and 1:1 tutoring	The majority of these services are provided after school but tutoring is available before, during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team referrals, Guidance Counselor referrals, School Psychologist referrals, Deans referrals, Attendance Committee recommendations	Peer Mediation, Attendance Outreach, Respect for All Initiatives, and referrals to outside agencies, Career Visions.	Many of these programs require 1:1 work with students. However, in some cases, group counseling is also available	The majority of these support services are available throughout the school day. Career Visions is our primary after school program.

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.
<ul style="list-style-type: none"> • Recruitment of HQT from DOE New Teacher Finder • Support through new teacher mentoring program in compliance with DOE regulations • Ongoing weekly professional learning as provided for by DOE

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).
<ul style="list-style-type: none"> • School will implement a collaborative inquiry model that supports teachers' professional learning and continuous improvement by completing collaborative inquiry cycles built around • Modeling • Collaborative planning • Feedback/Tuning protocol

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.

PD Committee; Teacher Teams

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	338,400.00	X	
Title II, Part A	Federal	0		X
Title III, Part A	Federal	11,200.00		X

Title III, Immigrant	Federal	0		X
Tax Levy (FSF)	Local	2,755,292.00	X	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Millenium Art Academy</u>	DBN: <u>08X312</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ Rationale: Students need experiential learning in order to fully develop second language skills in the four major modalities of reading, writing, speaking, and listening. With the current Common Core Standards, it is critical that in school instruction be supplemented with trips, visual and kinesthetic learning tools and activities, and a variety of alternate lessons that involve hands learning and technology. The goal is to ultimately give students not only language education but also a social and cultural context that grounds them in real world experiences so that they can better achieve academic success.

- Subgroups and grade levels: The grade levels range from 9-12th graders

- Schedule and duration: The program will last from September 3rd 2014-June 26th 2015 academic year.

- Language of Instruction: English and Spanish

- Number and types of certified teachers: 2 teachers certified in ELA and ESL

- Types of materials: Textbooks, Novels, art supplies such as paint, pencils, drawing pads, oil pastels, and colored pencils, and audio and visual CD-ROMS, and various computer programs such as Reading Plus.

Part C: Professional Development

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

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

Begin description here: _____ Rationale: Teachers need to be prepared to infuse art, literacy and technology into every subject in order to reach students on a variety of learning styles. Teachers also need to be familiar with ELL populations and strategies for helping them achieve short term and long term academic goals.

- Teachers to receive training: Two teachers will receive training.

- Schedule and duration: The program will last throughout the 2014-2015 _____ and 2015-2016 _____ academic school year.

- Topic to be covered: Assessment, art infusion, regular reports, teaching reading, writing, speaking, and listening, incorporating Common Core Standards, building literacy, and a variety of other topics which involve ELL instruction and support.

Part C: Professional Development

Name of provider: Museum of Modern Art, Rubin Museum, Lincoln Center, Metropolitan Museum of Art, Museum of Natural History, Office of English Language Learners, UFT, TESOL International and various other DOE professional development programs.

Part D: Parental Engagement Activities

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

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

Begin description here: _____ Rationale: Parents need to be involved in their child's education but many of the immigrant parents do not speak English and have difficulty coming in during regular school hours. There needs to be a program to raise parent involvement and include them in all aspects of student learning.

- Schedule and duration: The program will last throughout the 2014-2015 _____ and 2015-2016 _____ academic school year.

- Topics to be covered: What is ESL, how do we support students at home, how do we develop a community with clear and manageable lines of communication.

- Name of Provider: ESL Coordinator, and various other programs to be determined.

- How parents will be notified of activities: Parents will be called, notified via Skedula, and letters will be mailed and backpacked home.

Part E: Budget

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

Allocation Amount: \$5600

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

Part E: Budget

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

Allocation Amount: \$5600

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

week later and is scored by two trained pedagogues who are not the students' ENL teacher or English teacher. Once results are available in ATS, the ELL Coordinator places students in their respective classes with the allocated number of minutes per compliance. If a student is absent they are given three days in which to make up the portion(s) of the test missed.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. MAA ensures that continued entitlement and transitional support parent notification letters are distributed in the parents' preferred language based on the NYSESLAT which is administered by the ENL coordinator, Dana Carroll, each spring. The correspondence is sent in the parents' preferred language via their preferred method of communication as was indicated on their HLIS, either letters home via USPS or email.
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).
- In the past years, MAA has provided services that are in alignment with parent choice. So far, that has meant providing ENL services only, as the school has not had a population of 15 students in a 2 consecutive grades whose parents chose the bilingual program option. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ENL coordinator, and parent coordinator work diligently to assist the parent in finding such an option.
- There has been no change in parent trend as most of the parents want their children in ENL programs.

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.
MAA implements a Small Group ELL Instructional Program/Freestanding, stand alone model ENL program as well as push-in/integrated ENL model from 9th -12th grade. Students are organized by proficiency level (entering, emerging, transitioning, expanding, commanding) and receive ENL services in push-in classes. The primary goal of our ELL program is to foster full English Proficiency in a supportive risk-free classroom environment as well as to: Expand literacy and academic language, AND Provide students with skills that will allow them to perform at city and state grade level across content areas. MAA programs ENL to meet the learning needs of the student. ENL students are programmed into 5-day a week heterogeneous integration classes taught by the content instructors with push-in instruction from the ENL teacher. Also, all students are programmed for a 5 day a week ELL stand-alone class with the ENL instructor. The purpose of this class is to support mainstream content area classes.
- 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)?
The ENL coordinator (who is also the ENL instructor) works diligently to ensure that all students are receiving the required number of minutes. Throughout the year, she works with the guidance counselors and programming coordinators to

make sure that all ENL students are being appropriately served. With the addition of the resource room style classes for ENL students, many students are actually receiving more than the minimum ENL instructional time, without any negative affect on their credit accumulation.

Free-standing ENL programs are offered in a Block Schedule. Beginner/Entering ELL's receive 540 minutes a week. 180 minutes of standalone ENL and 180 minutes of integrated ENL. Low intermediate/emerging ELLs receive 360 minutes of service a week, 90 minutes of standalone ENL and 180 minutes of integrated ENL. Intermediate/ transitioning ELLs receive a total of 180 minutes total, with 90 integrated ENL/ELA or other content area instruction. Advanced/ expanding ELLs Receive 180 integrated ENL/ELA minutes per week. Finally Proficient/commanding ELLs receive 90 integrated ENL/ELA minutes a week. Students are grouped in classes based on proficiency levels. Students are graded individually based on New York State Standards in conjunction with a teacher designed grading scale.

a. The goal of our ENL program is to foster full English proficiency in a supportive risk-free environment. Both the English Language Arts ("ELA") and ENL Teachers that work with ELL students are fully certified. In order to help students progress, we use the following practices:

- Collaborative Planning and/or Conferencing with Content Area Teachers
- Utilization of different strategies: Scaffolding, Modeling, Schema Building, Contextualization, Text Representation and Meta cognition.
- Assisting students during work periods, conferencing with students in and out of class and informal assessments
- Communication and collaboration with parents
- Creating goals for students in which they monitor their progress in each of their course

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. At MAA, ENL students are programmed to take mainstream English-language content area classes with integration from the ENL teacher. Students also receive support in the content areas during their ENL standalone instruction class. Content area teachers also receive professional development from the ENL coordinator in order to learn delivery approaches and instructional strategies that are beneficial to ENL students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? MAA ensures that ELLs are appropriately evaluated in their home language throughout the year given their proficiency levels. Students who are labeled entering will be given content-area exams in the home language. As students' proficiency levels advance content-area exams will be modified to have both English and their home language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? MAA ensures that ELLs are appropriately evaluated in all four modalities across content areas at minimum a weekly basis. Teachers uses both formal and informal assessments for each modality. Some diagnostic assessments used are summative and formative teacher made assessments based on current Common Core Standards. MAA assesses reading, writing, speaking and listening skills through push-in classes that evaluate student performance, reports cards and progress reports. MAA also administered the Pearson Group Reading Assessment and Diagnostic Evaluation, and Reading Plus insight assessment. MAA staff evaluates students in all four modalities through proactive grouping, during in-class instruction and their in-class performance. Intervention services are implemented for ELLs through Grade Level Inquiry Teams. Grade teams select target population of students that include students from the lowest third, ELLs and Special Needs students. Teams developed targeted interventions that meet the needs of selected students. Teachers share concerns and data for students on each target population. Additionally, each grade team member is responsible for mentoring two or three students from the target population. Teachers meet with students regularly to ensure that students receive necessary academic and social support.

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

a. SIFE

Students with Interrupted Formal Education ("SIFE") are placed into ENL programs in accordance with most recent NYISTELL or Spanish LAB results or NYSESLAT Results. In addition to ENL, students have access to support services that help transition into high school (i.e. Academic Intervention Services or Counseling). Depending on their proficiency levels SIFE

ELLs are given content instruction in their home language. Additionally, depending on proficiencies classwork will be given to students in their home language and English. Students are also provided with textbooks that subtitle English in their home language. Students are provided with one-on-one instruction, peer-mediation, purposeful grouping, dual language dictionaries, and in some cases translation services. As their proficiency advances the modification will become more rigorous.

b. Newcomer

Newcomer ELLs receive 540 minutes of ENL services per week with 180 minutes of integrated instruction across content areas and 180 minutes of standalone instruction. Instruction for newcomer ELLs is aligned with New York State ELA and ENL Standards. Students are provided instruction in reading, speaking and writing from the certified ENL teacher. To incorporate New York State ELA content, the ENL teacher meets with ELA teachers in a Professional Learning Community and for common planning three days a week. Depending on their proficiency levels ELLs are given content instruction in their home language. Additionally, depending on proficiencies classwork will be given to students in their home language and English. Students are also provided with textbooks that subtitle English in their home language. Students are provided with one-on-one instruction, peer-mediation, purposeful grouping, dual language dictionaries, and in some cases translation services. As their proficiency advances the modification will become more rigorous.

c. Developing

Developing ELLs receive 360 minutes of ENL instruction per week. Students are placed in a 90 minute stand alone class that meets daily in a pull-out setting. Students are programmed for small group instruction in are placed in homogenous groupings based on proficiency level. Instruction for ELLs is aligned with New York State ELA and ENL Standards. Depending on their proficiency levels ELLs are given content instruction in their home language. Additionally, depending on proficiencies classwork will be given to students in their home language and English. Students are also provided with textbooks that subtitle English in their home language. Students are provided with one-on-one instruction, peer-mediation, purposeful grouping, dual language dictionaries, and in some cases translation services. As their proficiency advances the modification will become more rigorous.

d. Long Term

Long Term ELLs (6+ years) receive 180 minutes of ENL of integrated services per week in ENL/ELA content areas. Instruction is delivered Students are placed into heterogeneous groups based on proficiency level. Depending on their proficiency levels ELLs are given content instruction in their home language. Additionally, depending on proficiencies classwork will be given to students in their home language and English. Students are also provided with textbooks that subtitle English in their home language. Students are provided with one-on-one instruction, peer-mediation, purposeful grouping, dual language dictionaries, and in some cases translation services. As their proficiency advances the modification will become more rigorous.

e. Former ELLs up to two years after exiting ELL status

Former ELL Students receiving ENL services are provided with 90 minute integrated instruction. Students are provided equal access to all elective courses. Additionally, students are additionally encouraged to participate in school extracurricular activities, including sports teams and clubs. Former ELL's are provided with accommodations per parental and principal requests. In addition all appropriate testing modifications are allotted to former ELLs. Depending on their proficiency levels ELLs are given content instruction in their home language. Additionally, depending on proficiencies classwork will be given to students in their home language and English. Students are also provided with textbooks that subtitle English in their home language. Students are provided with one-on-one instruction, peer-mediation, purposeful grouping, dual language dictionaries, and in some cases translation services. As their proficiency advances the modification will become more rigorous.

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.

For students re-identified as ELL or non-ELL based on an approved re-identification appeal, the school ensures their academic progress by a review process conducted by the principal. The principal consults with the ENL coordinator, the student and the parent of the student. If it is determined that the student has been adversely affected by the determination the principal will provide additional support services to the student to the student as defined in CR Part

154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent. The final decision notification is sent in writing to the student's parent and/or guardian, and/or student in the parent's preferred language within 10 school calendar 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?

Some instructional strategies and grade-level materials that the teachers of ELL-SWD use that both provide access to academic content areas and accelerate their English language development are literary based ELA, math, science, and history texts that differ for each grade. All texts used for instruction are chosen by experienced teachers of ELL-SWDs. The criteria for chosen texts are based on the specific needs of the students, lexile levels, and rigor. Specifically, the ELA and LPT team currently utilizes "Collections Curriculum" that is differentiated for ELL-SWDs and "Vocabulary Toolkit" by Dr. Kate Kinsella both are designed and differentiated for grades 9-12. The material is subtitled and chunked for an easier understanding for any ELL-SWDs. The Math and Science teams design their own curriculum based on the Common Core Standards and also align to the expectations of the regents exams. Any materials distributed to ELL-SWDs are reviewed by the ENL coordinator, to ensure that appropriate differentiation has been provided. MAA also provides mandated C-6 programming during the day, in which students receive additional help in various content areas from the ENL teacher, Dana Carroll and other content area teachers. Additionally, after school homework help is provided daily. In addition to in class instruction, MAA strives to educate students outside of the classroom with monthly field trips that provide deeper understanding with hands on experiences across content-areas. Any instruction that requires students to watch videos are subtitled in their home language. All ELLs with disabilities are given strategically planned programs based on their IEP and their test scores, as well as teacher recommendations. All content teachers and CTT teachers give appropriate modifications for ELL-SWDs based on the data recorded on their IEPs. The LPT team, special education team, and programmer of MAA collaborate on a weekly basis to ensure that ELL-SWDs are receiving meaningful and rigorous instructions within their appropriate programs. Some of the technology used to support ELLs, are translation services, which provide on-the-spot translation through tablet apps and Reading Plus which is an interactive computer program, for grades 9-12 appropriate for all proficiencies, which helps to develop their speaking, reading, listening, and writing skills, in addition to various other training programs used to support our ELLs across all content areas.

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 ENL instructor works closely with the IEP coordinator to determine the best program choices for students with special needs. She implements special strategies that will benefit IEP students. All IEP students receive support through the Special Education department. The LPT team and Special education department review the IEPs for any ELL-SWD. In order to place a student in an ICT class both teams collaborate to adhere to the state mandates and specialized instruction recorded on the students IEP in order to provide the student with specialized instruction within the least restrictive environment. After reviewing the students IEP the ELL coordinator works to change the schedule of the student as needed. The students also receive additional C-6 support, after-school help, and Saturday Academy classes when such interventions are beneficial to the students. If the student needs additional support MAA provides flexible programming, through inclusion classes with least restrictive environment or LRE to maximize time spent with ELL-SWDs and non-disabled peers.

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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 <i>(beginning)</i>	EMERGING <i>(low intermediate)</i>	TRANSITIONING <i>(intermediate)</i>	EXPANDING <i>(advanced)</i>	COMMANDING <i>(proficient)</i>
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> <i>(360 min.)</i>	2 units of study <i>per week</i> <i>(360 min.)</i>	1 unit of study <i>per week</i> <i>(180 min.)</i>	1 unit of study <i>per week</i> <i>(180 min.)</i>	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL <i>(180 min.)</i>	5 unit of study in ENL <i>(90 min.)</i>			
INTEGRATED ENL	1 unit of study in ENL/ELA <i>(180 min.)</i>	1 unit of study in ENL/ELA <i>(180 min.)</i>	5 unit of study in ENL/ELA <i>(90 min.)</i>	1 unit of study in ENL/ELA or other Content Area <i>(180 min.)</i>	
FLEXIBILITY		5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area <i>(90 min.)</i>	5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area <i>(90 min.)</i>		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 QUALITY 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.*

 NYSED

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

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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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	5 unit of study in ENL/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 or INTEGRATED ENL in Content Area (180 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or 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 Dually 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(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.					

NYSED

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

Chart 5.3

Home Language Usage and Supports

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

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
	Dual Language				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
	Freestanding ENL				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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. In order for MAA to provide ELLs with rigorous, culturally responsive instruction we implement targeted intervention programs across content areas. The targeted intervention for ELLs within each classroom is linguistically appropriate and culturally relevant Instruction in addition to being in accordance with State laws regarding ENL academic programming. Across each content area evaluation of assessment data is taken into account, students' level of language proficiency. Across all of the content-areas ELA, math, science, and history, each provide interventions and early intervention programs through a tiered system of instructional support, which varies in instructional support and adheres to the common core standards curriculum delivered at MAA. Additionally the intervention programs are based on the changing needs of the students. The levels of intervention and instruction fluctuate in rigor as students' proficiency improve. The targeted interventions used by the ELA, math, social studies, and science teachers is the 3 tiered system. Tier 1 intervention incorporates high quality evidence-based instruction for all ELLs in their home language and English depending on their proficiencies. Tier 2 uses small group intervention for ELLs in their home language and in English depending on their proficiencies who did not respond to the interventions in tier 1. Tier 3 intervention programs are given to ELLs who responded poorly in both tier 1 and tier 2 interventions. this includes intense, individualized instruction for ELLs in their home language and in English depending on their proficiencies. Additionally, the majority of ENL students at Millennium Art Academy choose to take their Regents Examinations in English, as their classes are in English. In fact, when students have chosen to take a test in their home language in the past, they have actually fared worse than when they choose to take the test in English. Therefore, comparing test scores in English versus home language doesn't really make sense for the population. The data shows that the passing rate is better for Science and Math, which have less emphasis on reading and writing. ELL students struggle most with the Comprehensive English, the US History, and the Global Regents Exams. The school is working to provide ample opportunities for the students to receive extra help in these content areas to help them pass the exams.
- Students are also given time during their ungraded resource room to complete labs for science, quizzes in history, essays and packets for ELA, and math worksheets. At this time students are also free to get extra help from any of their content teachers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- MAA evaluates the success of our programs for ELLs based on a number of factors: pass rates on required exams, credit accumulation, teacher, parent, and student anecdotes, and student participation in school life. Over the past two years, the pass rate on the Comprehensive English exam has improved. The credit accumulation rate for ELLs has been steadily improving with each cohort. Also, ELL students are participating at unprecedented rates in school programs such as Student Government, sports teams, and after-school clubs. The school takes ELL participation and achievement very seriously, and studies all data related to the efficacy of the program in order to see what changes need to be made immediately, or in the following year. One example of this is that after viewing the need for ELL students to improve in their performance in English and History classes and exams, the ENL coordinator created grade-level, content-driven ENL resource rooms for the students. These classes focus on building necessary skills for success in the content areas, and also provide support for the students to do well in their classes and on their exams. So far, these classes have been successful in increasing student performance and confidence level. The staff at MAA will continue to evaluate data (both tangible and intangible) to determine the best course of action for servicing our English Language Learners.
- :
12. What new programs or improvements will be considered for the upcoming school year?
- One new program being considered is an after-school ELA Regents preparation class that would be specifically for ELL students. Data from the NYSESLAT revealed that many of our ELLs struggle the most in the area of writing. The ELA regents prep would to support our ELLs' English development and better prepare them for the challenges of the regents examination. Also, MAA is working with other schools on the campus to expand supplementary service offerings for ELLs. Additionally, another program that is being considered is an after-school program which focuses on developing

ELLs speaking skills. In order to gain proficiency in writing, reading, and listening, encouraging them to speak more would lower their affective filter and thereby advance their proficiencies in the other modalities.

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

At this time, no programs will be discontinued, because they have been proven to be effective in reaching the needs of the ELL population. In the past, MAA has discontinued programs such as pull-out ENL, which was determined to be too disruptive to the students schedule and did not provide enough consistency in ENL instruction.

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

ELLs are informed of and encouraged to join any and all school programs. Many participate in clubs and sports teams. The school has after school and supplemental academic services specifically for ELL students, but ELLs also participate in other mainstream supplemental services when that is appropriate. ELLs are always invited to join one of the schools many afterschool clubs such as game club, art club, dance, and student government.

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.

The school purchases bilingual resources to assist students in their content area classes. The ENL coordinator also uses the following programs:

- Power Up Reading for special needs and long term ELLs (includes a technological component).
- Keys to Learning for Newcomer ELLs (includes a technological component).
 - Words Their Way for English Language Learners for all ELLs.
- Various videos, songs, and multimedia devices such as iPads, digital recorders and cameras are used for experiential learning.

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

Spanish is offered as an elective for all students at our high school. Spanish instruction is offered for levels 1-6. Instruction is provided by a native Spanish speaker who is also fluent in English

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

The ENL coordinator works hard to ensure that all instructional services and resources are age- and grade-appropriate for ELLs. Even when a student is an absolute Beginner in terms of English language proficiency, material is never "dumbed-down," but instead is modified so that all students can have access to the same level of intellectual rigor.

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). Every summer, the ENL coordinator contacts the families of newly-enrolled ELL students to introduce herself and discuss the ENL program at MAA. The families are invited to a new student information session, where they receive information about the school and are introduced to current students. Furthermore, the ENL coordinator alerts families to summer programs for ENL students and gives parents suggestions about what they can do to ensure that their children keep learning over the summer.

19. What language electives are offered to ELLs?

At this time, the only language class offered to students at MAA is Spanish. However, the school is working to build capacity in order to offer more language classes. When students express interest in other languages, the ENL coordinator and guidance counselors help them look for information about outside language programs.

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 ENL coordinator (who is also the sole instructor of ENL) is able to attend professional development workshops and trainings throughout the year. For the 2015-2016 she has attended PDs on supporting ELLs with on-demand writing for ELA regents held on 10/21 & 11/5/2015. On 9/21/2015 a PD at Fordham University "planning professional Development for all teachers responsive to the needs of ELLs" and the 2015 NYS English Language Learner Parent Conference on 10/29. Each year, she plans to continue to attend all Professional Development offerings that will assist her own development as coordinator and instructor, and also any that will better her ability to assist content area teachers in their instruction of ELLs. Every Monday after a PD she turnkeys the information to content area teachers in order to aid them in their instruction as well. In order to adhere to the new CR part 154 regulations Administrators and teachers will attend 15% of PD's which focus on being responsive to the needs of ELLs. In addition school based professional development is offered at MAA every Monday, except holidays during the 2015-2016 school year from 2:30-4:45. These dates include 9/21, 9/28, 10/5, 10/19, 10/26, 11/2, 11/9, 11/16, 11/23, 11/30, 12/7, 12/14, 12/21, 1/4, 1/11, 1/25, 2/1, 2/22, 2/29, 3/7, 3/14, 3/28, 4/4, 4/11, 4/18, 5/2, 5/9, 5/16, 5/23, 6/6, 6/13, 6/20, and 6/27. Administration, teachers and support personnel deliver professional development on various topics. All MAA staff members receive PD during faculty conferences on site and specific domain of teaching off site as well.
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?
The ENL coordinator (who is also the sole instructor of ENL) is able to attend professional development workshops and trainings throughout the year. For the 2015-2016 she has attended PDs on supporting ELLs with on-demand writing for ELA regents held on 10/21 & 11/5/2015. On 9/21/2015 a PD at Fordham University "planning professional Development for all teachers responsive to the needs of ELLs" and the 2015 NYS English Language Learner Parent Conference on 10/29. These PDs provide support the ENL coordinator as she develops her common-core aligned curriculum in order to successfully prepare her ELLs for the rigorous demands of the NYS regents examinations. After any PD the ELL coordinator meets with content teachers on a weekly basis and administers an ELL PD with materials to assist teachers with ELLs in content classrooms. In order to adhere to the new CR part 154 regulations Administrators and teachers will attend 15% of total hours and 50% of total hours for ENL teachers receive ELL specific Professional development which focus on supporting the needs of ELLs and supporting teachers in delivering Common-Core aligned instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In the beginning, throughout, and end of the school year MAA staff meet with and collaborate with the guidance office and social workers of the school in order to create a system that will assist ELLs as they transition from middle to high school. With the support from the guidance counselor and social work of MAA ELL students transitioning from middle to high school are programmed to receive instruction in small self contained classes at MAA High School. The small setting increases the instructional intensity offered to incoming ELL students. Additionally, MAA is a small school with an extremely supportive staff. ELL students receive on-going support from the ENL provider, social worker, guidance counselors and content area teachers outside of regular class time as needed. Students (and parents) also have access to language support from bilingual personnel including a bilingual school aids, parent coordinator, principal and assistant principal. The guidance office assists the ELL Coordinator in building community and friendships with other students by having small gatherings during lunch. In addition, when students reach 11th grade the ELL coordinator along with guidance helps students visit colleges and fill out college applications.
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.

In order to adhere to the new CR part 154 regulations Administrators and teachers will attend 15% of total hours and 50% of total hours for ENL teachers receive ELL specific Professional development. The ENL coordinator plans and implements multiple Professional Development sessions over the course of the year to ensure that all teachers are equipped with strategies and methods for teaching ELLs, and also that they have an understanding of the language learning and acculturation processes. She leads staff trainings, but also meets with individual teachers and departments to target specific issues concerning ELLs in the content areas. Records of the ENL coordinator and Content-area staff professional development attendance are kept on file with the principals secretary.

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?
In addition to the parent orientation and parent teacher conferences MAA meets with the parents of ELLs quarterly to discuss the progression of the student, goals of the ENL program, language development progress across content areas. All meetings have a translator if required.
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.
MAA records are kept for annual, quarterly individual meetings with ELL parents, as well as outreach to ensure their needs are being accommodated. All records are kept by the ENL coordinator and in cumulative files of the student in the guidance office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are involved at MAA in a number of different ways. Throughout the course of the year, parents are invited, in their preferred language, to a number of trainings to learn about school systems. The school has an active PTA and parents also serve on the SLT. Every month, the bilingual Parent Coordinator sends home a school newsletter in the parents preferred language, and parents are always invited to school events through both mail and phone calls. Translation is always provided, if needed. ELL parents are included in all of these involvement strategies, and the ENL coordinator, with assistance from a translator, also calls parents personally to invite them to school events, or to inform them of their children's progress
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with community organizations such as Lincoln Center, ASPIRA, El Museo del Barrio, and nursing homes parents of ELLs are always extended invitations in their preferred language to watch their child, or participate in an appropriate manner. When these organizations hold sessions for parents, such as plays, opportunities to volunteer, and accompany the school on an out of school field trip, the bilingual parent coordinator or the ENL coordinator informs the parent through mail and phone calls in their preferred language. The ENL coordinator and Parent Coordinator also inform parents when other parent events occur through other organizations, such as the Office of English Language Learners. Translation services are available through the parent coordinator.
5. How do you evaluate the needs of the parents?
The school evaluates parent needs by asking for and listening to parent comments through the SLT, PTA, and Parent-Teacher Conferences. MAA also looks closely at the yearly Parent Survey to better understand the parents' needs. The parent coordinator provides translation and assistance when ELL parents' need to be informed or called about report cards, attendance, etc.

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

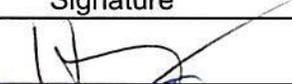
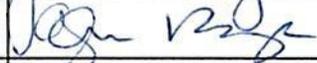
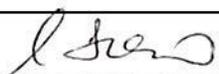
All parental involvement activities are designed around meeting the needs of the parent through furthering their knowledge and understanding of their children's development and learning, as well as school functioning. Forms such as home language surveys, teacher evaluations, satisfaction surveys, emails, progress reports, newsletters, or skedula (an online system that sends almost daily updates to the parents and students of MAA to their email and or phone) created by area content teachers, or administration are sent to the parents in their preferred language. The school also plans activities that work to increase the parents' participation in the school, and in the community at large. The parent coordinator is always available for translation if the home language is Spanish, otherwise MAA utilizes NYC DOE translation services or a certified translator in the needed language.

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.

Paste response here:

Part VI: LAP Assurances

School Name: Millennium Art Academy		School DBN: 08X312	
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)
Heeman Guy	Principal		10-26-15
Julia Taylor	Assistant Principal		10/26/15
Glenda Melendez	Parent Coordinator		10/26/15
Dana Carroll	ENL/Bilingual Teacher		10/26/2015
ENID MARTINEZ	Parent		10/28/2015
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Carmen Tieso	School Counselor		10/26/15
	Superintendent		
	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X312 School Name: Millennium Art Academy

Superintendent: Carron Staple

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.learn DOE.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.

When a new student enters the school from outside of the city or from private school, the Pupil Personnel Secretary, Jeannette DeJesus, immediately alerts the ENL coordinator, Dana Carroll (TESOL certified). The ENL coordinator sets up an immediate meeting with the parents and the student in order to conduct an informal interview and administer the HLIS. The ENL coordinator is assisted by Glenda Melendez, the Spanish-English bilingual parent coordinator, when translation is needed in other languages, the school calls a translation service. The ENL coordinator is responsible for sending out the appropriate letters to each family. She uses ATS reports, HLIS, student emergency contact cards and surveys conducted by MAA to ensure that she is reaching each parent and providing the correct information. She also uses entitlement letters provided by the OELL, and makes sure that each family is receiving the letter in English, their home language, or preferred language as indicated on the HLIS. It is always in the best interest of the school, the parent, and the student that an in-person meeting is held in order to discuss program options. However, the school understands that parents may not always be able attend meetings at school, and therefore makes every effort to accommodate them over the phone, through e-mail, and through letters in their preferred language. When the school sends forms such as the Parent Survey to a parent, we follow-up regularly through the above mentioned methods in order to ensure the return of the form. Electronic copies of Entitlement letters are saved to the ENL Coordinator's computer. The Parent Surveys are given by

guidance and the bilingual parent coordinator and the ENL Coordinator and entered into ATS. They are kept in a secure filing cabinet in the guidance office.

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

The parents' of ELLs have indicated that their preferred languages for both written and oral communication are: English and Spanish. At MAA we have created a report that we can update regularly with the preferred languages that parents speak by class and by grade.

Preferred languages of Parents of ELLs											
Grade Levels							9	10	11	12	TOTAL
Spanish							8	4	6	2	20
English								1			21

This report is distributed to the entire staff at MAA and is updated whenever we receive any new information. New information we receive from ATS reports, blue card data, parent surveys, teacher surveys, from students and/or in class meetings.

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.)

Documents MAA typically disseminates every year that require translation are: entitlement/non-entitlement letters, continuation of services letters, invitation letters to parent orientation (these are disseminated within the first 10 days of the school year). Parent-teacher conference announcements (disseminated the last week in September). After-school program information. (sent before the program is rolled out), Newsletters, NYS testing dates, overview of the students' curriculum (sent in the beginning of the school year). Most of these documents are also available online, on the school's website.

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

Formal face-to-face meetings held at MAA are parent orientation which happens the last week of September. Parent-teacher conferences are held on the 3rd Thursday and Friday of November and Thursday and Friday of the second week of March. Informal parent-outreach is done every Monday from 4:25-4:55. The attendance offices does parent outreach every day a student is unexpectedly absent. Additionally, the guidance/social work office sends informal outreach to parents, through emails, phone calls, newsletters and letters 3-4 times each term.

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.

MAA meets the identified translation needs indicated in Part B of this document by researching ahead of time the preferred language and methods of communication indicated by Parents on the HLIS or previous forms of communication. Written communication is translated using NYC DOE intranet and/or through the interpreter on campus. If translation is not available on site then staff will contact the NYC DOE translation and interpretation Unit for assistance. As stated on the DOE's intranet "The Unit provides New York City public schools and offices with an internal resource for accessing written translation, on-site interpretation, and over-the-phone interpretation services."

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.

MAA meets the identified translation needs indicated in Part B of this document by researching ahead of time the preferred language and methods of communication indicated by Parents on the HLIS or previous forms of communication. If interpretation services are required and the in-house staff translator is unavailable or does not speak the parent's home language translation will then be provided by over-the-phone interpreters via the Translation and Interpretation unit, or using a certified outside vendor.

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.)

The ENL coordinator has informed all teachers and staff members of which parents of students require translation. The coordinator has personally attended the "English Language Learner Parent Conference" professional development regarding the rights of the parents of ELLs. She has held a PD with the staff at MAA to inform the teachers and staff about what translation services are available and how to use translation services, and the over-the-phone interpretation services. Additionally, copies of the T&I brochure and "I speak..." language cards which includes the phone number for over-the-phone interpretation have been distributed to all of the teachers and staff.

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/ChancellorRegulations>

Checklist of Notification Requirements

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

MAA fulfills the parental notification requirements for translation and interpretation services, as per section VII of the CR-A-663 by visibly posting a welcome poster near the school's primary entrance which lists the languages covered by DOE and the availability of interpretation services.

MAA provides each parent whose primary language is a covered language and requires language assistance with copies of the Bill of Parent Rights and Responsibilities states their rights regarding translation and interpretation services.

MAA will provide parents who wish to receive language access services the Parents' Guide to Language Access kit with resources to help address language barriers.

MAA has a Language ID guide posted in the main office, the ENL coordinators room and the campus' security desk

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)

MAA will use in-person communications, parent surveys, additional communications home. (e.g. emails, telephone calls, and letters) to gather feedback from parents on their experience with the quality and availability of translation and interpretation services.