



LOWER MANHATTAN ARTS ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (02M308)
ADDRESS: 350 GRAND ST. NY NY 10002
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M308 SCHOOL NAME: Lower Manhattan Arts Academy

SCHOOL ADDRESS: 350 Grand Street, NY NY 10002

SCHOOL TELEPHONE: 212 505 0143 FAX: 212-674-8021

SCHOOL CONTACT PERSON: Tim Timberlake EMAIL ADDRESS: ttimber@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carol Boyd

PRINCIPAL: John Wenk

UFT CHAPTER LEADER: Andres Lachnit

PARENTS' ASSOCIATION PRESIDENT: Greg De Shields

STUDENT REPRESENTATIVE:
(Required for high schools) Jessica Matthews, Gabriel Santana

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: CFN 107

SSO NETWORK LEADER: Nancy Hurwitz

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
John Wenk	*Principal or Designee	
Andreas Lachnit	*UFT Chapter Chairperson or Designee	
Greg DeShields	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Jessica Mathews Gabriel Santana	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debbie Barnes	Member/Parent	
Joanne Brown	Member/Parent	
Carol Boyd	Member/Parent	
Matthew Taylor	Member/Teacher	
Brandon Cardet-Hernandez	Member/Teacher	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

A school that cares, The Lower Manhattan Arts Academy (LoMA) is a small, supportive, multicultural school where the focus is on academic excellence through the arts. Every aspect of LoMA's design, structure and practice supports its students' intellectual, emotional and cultural development with the ultimate goal of seeing that they get into and succeed in a four-year college. As an arts school, the visual and performing arts are integral to every student's day in three ways. First, students will have opportunities to work with visual and performing artists during academic classes to create high quality, standards-based performances of learning. Secondly, each student also has the opportunity to specialize in a particular art: visual, music, dance or drama. Finally, LoMA has partnerships with many Lower East Side arts organizations so that every student takes part in an extended day program at least twice a week. This integration of the arts into every student's day will help to build our students' cultural, social and academic capital so that they will become successful, thoughtful and contributing members of their communities.

Keeping the size of our school community to less than 300 students makes it possible for LoMA to maintain an atmosphere so supportive that many of our students refer to school as a family. Yet small size is not enough to guarantee that each student will buy-in to the culture of a school that expects success from all of its members. Student government, school-wide performances, monthly school trips and planned social events are essential components for creating a sense of community. Also, in order to ensure that no student "falls between the cracks," we offer such programs as advisory, team teaching, daily tutoring and small classes. Most freshman academic classes have two adults in them so that we can better meet the needs of each student at his or her ability level. These programs offer our students and staff a myriad of opportunities to interact on a variety of professional, personal and social levels.

We have a variety of specific programs to support our high-need students. To provide social and emotional support for our students we have three counselors, one of the lowest counselor-to-student ratios in the city. To meet the needs of our special education students, over half of our classes are team-taught following the collaborative team teaching model. Through our partnership with New York University, we have a dozen tutors and five student teachers to provide one-on-one tutoring. Regular teachers also provide tutoring after school Tuesday through Friday. All of our students also receive academic guidance support through daily, 20-minute advisory classes and a twenty-minute reading period with a class size of fewer than thirteen students. Daily case management meetings attended by guidance and teaching staff proactively assess student progress so that emerging at-risk students can be targeted for further academic intervention services. Furthermore, high achieving students can get the attention that they deserve.

At LoMA a student's day does not end at 3:00, for our extended day program supports instruction and offers students a wide variety of high interest, community-building activities. These include theater, yoga, the LoMA Theatre Ensemble, NY Cares volunteer group, mentoring from the employees of Oppenheimer Funds, leadership programs and academic clubs. Varsity PSAL tennis, volleyball, basketball, handball, soccer and bowling teams are also available. Every senior student takes part in extensive internships with organizations such as the Abrons Arts Center, The Public Theater and Harlem Hospital.

With LoMA's small student population, rigorous standards, nurturing environment, arts-infused lessons and focused student-centered teaching methodologies, we know that our students will be successful. The evidence is in our 100% college acceptance rate, our outstanding school progress report, exceptional student surveys and superlative school quality review.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:									
District:		DBN #:		School BEDS Code:					
DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Economically Disadvantaged							
Student groups making AYP in each subject							
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school's first progress report placed LoMA in the top ten of New York's public high schools with a score of 95, in our second report card, we dropped down to the top 30 schools in the city. This drop was primarily due to a lower graduation rate, which we project will rise by ten points this year. The performance trend on standardized Regents exams however, was significantly positive, especially in the humanities. Our most recent school quality review indicated that we are a well developed school where our students are engaged and active learners. While individual teachers take a range of instructional approaches, there is consistency across classes in how students are engaged in their work. Youth development and guidance systems provide significant support for students confronting challenges. The school has exceptional partnerships with a university and several community based organizations. These partnerships have a direct, positive impact on student academic performance and progress.

Since the last Quality Review one aid to student learning has been our school's improved differentiated teaching across classrooms, providing challenge and increasing student engagement. The principal and staff continue to refine their sense of professional community through frequent inter-visitations, peer review and opportunities for informal and formal feedback around teaching and learning and individual students' needs.

The school is becoming more sophisticated in its use of data, particularly as exemplified by the inquiry team's use of Scantron math and English data. Setting explicit goals for student progress tied to benchmarks remains an area of growth. The school values the opportunity to work in partnership with parents to support their child's learning, but recognizes that it has to find fresh ways to engage parents more actively. There is also potential for the school to glean information about strategies for success in other areas.

One area barrier to learning according to the quality review is our use of technology. While we have moved ahead in this area, we continue to see room for growth, particularly in the area of on-line learning. We also need to ratchet up the level of critical thinking across the curriculum so that more teachers integrate accountable talk into their lessons and raise the level of instruction in art classes by requiring an additional year of instruction for each student in his or her major.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. Last year's Quality Review identified our school's lack of technology as a deficit affecting student achievement. While we have made improvements this year in our use of SmartBoards, laptops and on line grade keeping, we still need to expand our use of technology in the following areas:
 - A. Improve use of technology by students so that 100% of all students have professional email addresses and experience using Microsoft Office software.
 - B. All freshmen will receive instruction in keyboarding.
 - C. 25% of seniors and juniors will take an on-line Advanced Placement course.

2. This year's incoming class entered with significantly higher incoming grades than previous classes. For instance, 66% entered reading at grade level versus 20% in previous years. To meet the needs of these higher achieving students we need to ratchet up our instruction, particularly in critical thinking. This will be accomplished through the following interventions:
 - A. Twenty percent of LoMA's teachers will be trained in accountable talk through the Great Books class. Each of these teachers will make use of this in at least two lessons a month.
 - B. Every teacher will make use of UbD templates to design units that incorporate higher order thinking skills through project based learning, accountable talk and significant essay writing and problem solving in every unit. To support this each department will meet once a month to share and create projects assignments that develop higher order thinking skills. Fifty percent of every students' grade will come from other sources beyond multiple choice or short answer tests.
 - C. Fifty Percent of all graduates will take college classes either through advanced placement or NYU or our College Now partnership.

3. As our arts department has continued to develop, it finds a need to deepen and enrich our student's experiences in their major area of study. To this end, beginning with next year's incoming class, every student will receive two additional credits in their art major prior to graduation. In order to accomplish this, these ninth graders will complete their four sequence arts rotation (visual art, music, dance and theatre) in one year and then focus on their major sophomore year with a class that meets for three hours a week. This will allow for more rigorous instruction, a richer graduation portfolio and more sophisticated exit projects.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Within this academic year, improve use of technology by students so that 100% of all students have professional email addresses and experience using Microsoft Office software. All freshmen will receive instruction in keyboarding, 25% of seniors and juniors will take an on-line Advanced Placement course.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. The technology coordinator will train his technology club members to run a computer workshop in Internet usage and safety which will include also require that all students sign up for an “official” email address, probably on g mail. 2. 9th grade English teachers will run a series of classes on keyboarding, and efficient and effective use of Microsoft Word, the science department will provide instruction in PowerPoint and the math department will instruct students in Excel. All of these units will be project based. 3. 16 11th grade students and 15 seniors will take on line Advanced Placement classes under the guidance of a trained staff member.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> 1. The technology coordinator is to receive 35 hours of per session to run the technology club and to the workshops. 2. The instruction fin Microsoft Office will be part of the regular teachers’ duties requiring no additional funding. In the unlikely event that additional training is required, it will be provided by the technology coordinator using additional per session funds. 3. An ischool grant is paying for the senior Advanced Placement classes. Funding for the junior level classes will come from tax levy funds. The grant will also pay for building upgrades and additional laptops. 4. 400 per session hours will be made available for the staffing of an on-line learning room for all on-line Advanced Placement Classes.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected</i></p>	<ul style="list-style-type: none"> • Observation reports • Advanced Placement on-line learning logs will be reviewed n a daily basis by the on-line coordinator(s). • Scores on Advanced Placement tests

<i>gains</i>	<ul style="list-style-type: none">• A review of the completed projects that made use of Microsoft Office.• A review of the email addresses of all students that will be kept in the student data base for list serve functions.• Anecdotal information
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Subject/Area (where relevant):

Academic Classes

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Within this academic year, meet the needs of these higher achieving students we need to ratchet up our instruction, particularly in critical thinking. This will be accomplished through the following interventions:</p> <ol style="list-style-type: none"> 1. Twenty percent of LoMA’s teachers will be trained in accountable talk through the Great Books class. All students will receive instruction that is centered on this methodology at least twice a month. 2. Every teacher will make use of UbD templates to design units that incorporate higher order thinking skills through project based learning, accountable talk and significant essay writing and problem solving in every unit. Fifty percent of every students’ grade will come from other sources beyond multiple choice or short answer tests. 3. Fifty Percent of all graduates will take college classes either through Advanced Placement classes, College Tomorrow classes and classes at NYU
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Five teachers will attend the Great Books course for instruction in accountable talk. In follow up meetings they will discuss challenges and successes in implementing the methodologies of accountable talk. 2. Teachers will have the opportunity to workshop with the administration and each other to complete Understanding by Design (UbD) templates for upcoming units over the summer, and can receive per session hours for refining and developing new templates over the course of the year in department teams. 3. Each department will meet once a month to share and create projects that develop higher order thinking skills. 4. In addition to the on-line AP classes discussed above, students will have the opportunity to take AP classes at Dual Language for Asian studies High School, College Now classes at John Jay College and classes at NYU.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> 1. Title I SWP funding will pay for five teachers to attend the Great Books Course. 2. Time during the weekly staff meetings will be carved out to allow for department sharing and the development of UbD templates. 3. Title I funds will be made available for per session professional development in UbD and accountable talk. 4. As discussed above, an ischool grant is paying for the senior Advanced Placement classes. Funding for the junior level classes will come from tax levy funds. The grant will also pay for building upgrades and additional laptops. In addition, 400 per session hours will be made available for the staffing of an on-line learning room for all on-line Advanced Placement

	<p>Classes.</p> <ol style="list-style-type: none"> 5. Classes at Dual Language for Asian Studies High School, NYU and John Jay have been arranged for LoMA students at no cost. 6. 100 per session hours have been set aside using tax levy funds to pay for a coordinator of college classes.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Completed UbD templates • Observation reports • Completed student projects and essays • College course grades • Review of teacher gradebooks

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Beginning with this year’s incoming class, every student will receive two additional credits in their art major prior to graduation. This will allow for more rigorous instruction, a richer graduation portfolio and more sophisticated exit projects</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Incoming ninth grade students will complete their four sequence arts rotation (visual art, music, dance and theatre) in their first year, and then focus on their major sophomore year with a class that meets for three hours a week. Junior year they will continue studying their major five hours a week. Senior year will focus around a one hour a week portfolio development class and a twelve hour a week internship.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This change is possible without any additional funding, but will require more tighter, more creative programming and a drop in the number of non-art classes that are currently taught by arts teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Report card and transcript reviews • Portfolio Reviews • UbD templates • Observation reports • Anecdotal information

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	100	100	100	100	64	6	22	100
10	100	100	100	100	58	4	16	100
11	60	60	60	60	52	2	10	50
12	50	14	3	50	33	1	4	40

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>After school tutoring Lunch time tutoring Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor Team teaching Differentiated instruction Drop Everything and Read before lunch Reduced class size Extended time in the classroom</p>
Mathematics:	<p>After school tutoring Lunch time tutoring Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor Team teaching Differentiated instruction Reduced class size Extended time in the classroom</p>
Science:	<p>After school tutoring Lunch time tutoring Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor Team teaching Differentiated Instruction Reduced class size Extended time in the classroom</p>
Social Studies:	<p>After school tutoring Lunch time tutoring Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor Team teaching Differentiated Instruction Drop everything and Read before lunch Reduced class size</p>

At-risk Services Provided by the Guidance Counselor:	Twice weekly “kid talk” sessions with all faculty and counselors Individual conferences Probation cards Interface with a wide variety of CBO support services Parent conferences
At-risk Services Provided by the School Psychologist:	Individualized counseling IEP development and review MDRs Family involvement conferences
At-risk Services Provided by the Social Worker:	Individualized and group counseling Attendance and lateness outreach Crisis counseling
At-risk Health-related Services:	Condom availability Nurse’s services Biweekly doctor’s visits First aid Medical transport Medication distribution Ear and eye exams Grade level “Kid talk”

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 14 LEP Non-LEP

Number of Teachers 0 Other Staff (Specify) 2 (Bilingual para-professionals)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation

of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

During the summer contact was made with each student's home. If the phone was answered by a non-English speaker a translator ascertained the translation needs for the family. We discovered that two families of have a need for Mandarin translations and six need Spanish translations. Translation services are provided by school staff.

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

Based on the above findings, all communications that go out to our student body and their families must be translated into the two languages: Spanish and Mandarin. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings

Part B: Strategies and Activities

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

Written translations are made in house by LoMA teachers. If there is no time for such a translation, phone contact is made with the family by a bilingual school aid in the case of Spanish or by a teacher in the case of Mandarin.

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

Oral translation/interpretation services are required primarily for individual parent conferences, meetings and assemblies. We are fortunate to be able to depend on in-house translators/interpreters, as several of our teachers and aides can speak Mandarin and Spanish.

On staff we have several bilingual teachers and para-professional and school aides. This includes Spanish and Cantonese, and Amoy

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

All of the above mentioned practices fulfill the Chancellor's Regulation A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	155,424	130448	285872
2. Enter the anticipated 1% set-aside for Parent Involvement:	1554.24	1304.48	2858.72
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7771.2	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15542.4	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 83.3 _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. Teachers who are not highly qualified are in graduate school to be highly certified through course completion and CLEP exams

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and **TEMPLATE - MAY 2010**

Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

Lower Manhattan Arts Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Required School-Parent Compact Provisions

School Responsibilities

Lower Manhattan Arts Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - a. Emphasis on improving writing skills of students;
 - b. Extended professional development opportunities for all teachers that will focus on new strategies to help struggling students;
 - c. New learning strategies for struggling students;
 - d. Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
 - e. An after-school program that provides support to students in completing assignments as well as courses designed to enhance learning
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
 - a. At the October P.A. meeting. Upon approval of administration, staff and School Leadership Team, additional conferences may be scheduled
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - a. Report cards will be issued six times a year, every six weeks.
 - b. In mid-May, parents of students for whom promotion is in doubt will receive an additional report.
 - c. Upon request of student or parent/guardian copies of transcripts can be obtained which include an exam history of scores earned on Statewide assessment and Regents.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Twice a year, after the second marking period of each term, teachers will be available on a Thursday evening and Friday afternoon for parent teacher conferences.
 - b. Any afternoon or early morning by appointment.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
 - a. Parents interested in observing their child’s classes can make arrangements through the Principal or her designee.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a

flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

I will support my child's learning by making education a priority in our home by:

- *making sure my child is on time and prepared everyday for school;*
- *monitoring attendance;*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities and parent meetings on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*

- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *expressing high expectations and offer praise and encouragement for achievement;*
- *communicating concerns to appropriate school personnel, such as the parents coordinate and president of the school leadership team*
- *ensuring that my child carries his/her school identification.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be he best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

This can be found in Section II of this document.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See Section I and Section II, the needs assessment section and Appendix 1.

3. Instruction by highly qualified staff.

Every teacher is highly qualified or currently completing certification to become highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

AUSSIE coaches provide individualized professional development for all faculty.

Support staff receive training through the Empowerment Zone

Nearly half of all faculty are taking college classes in their subject area

NYU offer professional development for all staff pro bono as an element of the Partnership for Teaching Excellence

All faculty have the opportunity to attend national conferences in their subject area free as a part of the Partnership for Teaching Excellence

Title I has enabled the hiring of a literacy coach to work with selected teachers and develop a school-wide professional development plan.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Hiring fairs, advertisements, listing services, hiring committees, model lessons.

6. Strategies to increase parental involvement through means such as family literacy services.

Bilingual outreach workers, full meals for family meetings, arts programs for families, parent recommended workshops, parent reading groups.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Training will be given on the use of rubrics as instructional and assessment tools. In addition, teachers will be trained on data analysis and on how to use the CEP document (the parts that relate to their roles as teachers) as a continuous improvement tool

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Weekly "kid talk" and pull-out classes and NYU Tutors all help to overcome such problems. See Appendix 1, Part B

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We are such a small school the coordination is facilitated by our school guidance counselor with the support of the principal.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	(✓)			130,557	(✓)	Action Plan
Title I, Part A (ARRA)	Federal	(✓)			129144	(✓)	Action Plan
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	(✓)			1,705,727	(✓)	Action Plan

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NA

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

NA

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
We currently have one student
2. Please describe the services you are planning to provide to the STH population.
Students receive ongoing counseling, Students receive special accomadations in their academic classes, this includes time to make up work and pullout tutoring.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Lower Manhattan Arts Academy						
District:	2	DBN:	02M308	School		310200011308	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		85.9	85.0	86.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	96	103	102				
Grade 10	84	83	102				
Grade 11	61	72	66				
Grade 12	54	53	53				
Ungraded	1	0	1				
Total	296	311	324				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	97.2	97.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	64.4	75.6	77.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	19	4

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	0	3	Principal Suspensions	85	163	98
# in Collaborative Team Teaching (CTT) Classes	39	50	57	Superintendent Suspensions	8	4	4
Number all others	28	28	40				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	17	24	0
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	7	0
# receiving ESL services only	0	12	TBD	Number of Educational Paraprofessionals	1	2	0
# ELLs with IEPs	3	8	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	8	24	% fully licensed & permanently assigned to this school	100.0	100.0	0.0
				% more than 2 years teaching in this school	29.4	37.5	0.0
				% more than 5 years teaching anywhere	41.2	33.3	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	59.0	63.0	0.0
American Indian or Alaska Native	0.3	0.6	0.6	% core classes taught by "highly qualified" teachers	90.0	95.4	0.0
Black or African American	34.5	31.8	30.9				
Hispanic or Latino	51.0	51.1	55.6				
Asian or Native Hawaiian/Other Pacific	7.8	8.4	9.6				
White	5.7	4.8	3.4				
Male	39.5	39.2	41.4				
Female	60.5	60.8	58.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	-

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged				v	v	-
Student groups making				2	2	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	86.2	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	17.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	51.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	6					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN107 network	District 02	School Number 308	School Name High School
Principal John Wenk		Assistant Principal Tim Timberlake, Yetta Garfield	
Coach none		Coach none	
Teacher/Subject Area Brandon Hernandez-Cadet		Guidance Counselor Fredda Gordon	
Teacher/Subject Area Jill Johnson		Parent type here	
Teacher/Subject Area Tim Timberlake		Parent Coordinator Trece Cordero	
Related Service Provider Audrey Beegle		Other type here	
Network Leader Nancy Scala		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	309	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	5.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

PART II

(1)

Students who are new to the NYC school system are identified as possible English Language Learners (ELLs) at intake if their Home Language Identification Survey (HLIS) shows that their home language is a language other than English. In addition, the prospective student meets with either the principal or an assistant principal for an informal interview. The Language Assessment Battery-Revised (LAB-R) is administered to the student by the ESL teacher within ten days of intake. The principal, John Wenk, assistant principal, Yetta Garfield or ESL teacher, Audrey Beegle, meet with the parent to conduct the orientation. If necessary, a translator from among our staff will attend. The parent is shown a DVD of ESL options available in New York City. The parent is shown data research showing the effectiveness of the ESL models. After viewing the data and the DVD, the parent indicates which model would best serve the student through the Parent Survey and Selection form. If this model is in place at LoMA, the student is placed in an ESL class. If LoMA does not have the model selected in place, the parent is guided through the transfer process to an appropriate school. The HLIS will be kept in a binder of ESL data in the main office of the school, as well as a copy placed in the cumulative folder. In addition, every October, the ESL teacher will review parent choices and send a letter home indicating that their child is continuing in the current ESL model and will do so unless there is an objection from the parent.

Each year, steps are taken to evaluate ELLs using the NYSESLAT. The school ensures that all the ELLs are administered each section of the exam within the time window set by NYS and any ELLs requiring modifications as per 504s and/or IEPs are provided with modifications. The exams are kept in a secure location and administered as per NYS guidelines. Because we have a very small ELL population and do not have leveled classes for the ELLs. However, the the scores on the exam will indicate the mandated hours of ESL services as well as information for their teachers on how to differentiate instruction.

(2)

Within ten days of intake in the school, the parent of any student determined to be an ELL is invited to the school for an orientation, DVD viewing, introduction to the data related to various ESL model's success, time to answer any questions they might have, and time to make their final decision regarding ESL services, as per the Parent Survey and Selection Form. If necessary, documents will be translated and an interpreter will be provided. Parents are called and letters are sent home.

(3)

The school makes every effort to conduct the orientation and have the parent submit the Parent Survey and Selection Form on the same day as intake of the new student. If this is not possible, the parents are invited via phone and letters. Entitlement and continuation letters are sent home by the ESL teacher.

(4)

The criterion used to place ELLs in instructional programs is the parent's choice, as expressed through the Parent Survey and Program Selection form. If the parent has chosen an ESL program, the student is placed in the ESL program at LoMA. If the parent selects a Bilingual program, the ESL teacher and guidance counselor guide the parent through the transfer process. If the parent refuses the transfer, the student is placed in our ESL program. Most of the ELLs at LoMA have been identified as ELLs in their middle or elementary schools.

(5)

Most parents of ELLs at LoMA choose to place their children in our ESL program. Those who choose bilingual models are helped in the transfer of the student to another high school.

(6)

We do our best at LoMA to align parent requests with models offered. However, because we have such a small population of ELLs, and cannot provide all models of ESL instruction, we will transfer students to other schools which offer the model the parent has requested if necessary.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	1	1	5	0	1	9	1	3	18
Total	4	1	1	5	0	1	9	1	3	18

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	0	4	3	11
Chinese										3	1	1	1	6
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	0	0	1
TOTAL	0	8	1	5	4	18								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV
(A)
(1) We have a combination of a push-in and pull out model. Our pull-out model is a self-contained ESL class, taught by our ESL certified teacher, where student are grouped heterogeneously. It is ungraded. In addition, all of our ELLs are in content classes which are co-taught.

Both teachers in each of our co-taught classes are well-versed in the scaffolds needed to provide instruction to students struggling with literacy and language issues. Because we follow a co-teaching model, these scaffolds are used in the context of content-based instruction. In addition, the 9th graders receive reinforcement of language skills daily in their advisory class with an ESL certified teacher.

(2) For all proficiency levels of ELLs at LoMA, students receive the required number of minutes of ESL instruction according to their proficiency, through the combination of the push in, co-teaching in their core classes and pull out by the ESL teacher. Both teachers in each of our co-taught classes are well-versed in the scaffolds needed to provide instruction to students struggling with literacy and language issues. Because we follow a co-teaching model, these scaffolds are used in the context of content-based instruction.

(3) Content area instruction is delivered in English. However, especially in the case of beginners, teachers make an effort to group or pair ELLs with a student who speaks their native language if use of the native language would benefit student comprehension. Teachers are well-versed in scaffolds necessary to support language development, and attend staff development workshops to this end. Teachers use scaffolds in class such as: use of visuals and props, graphic organizers, adapted texts, and bilingual and/or English-English dictionaries, modeling, accessing prior knowledge, focusing on challenging vocabulary, reading aloud, ensuring sufficient wait time, and native language use, among many others. All teachers make an effort to ensure that none of the cognitive demands of the original content are lost when it is modified. In addition to the above, LoMA has a tutoring program after school that all students are encouraged to take advantage of, especially our ELLs. Teachers frequently meet with students for one-on-one instructional support, in the tutoring program or at other times during the day.

In the co-teaching model, generally one teacher is charged with lesson delivery while the other is able to circulate among students to ensure comprehension of content and make necessary modifications. However, during the application or activity segment of a lesson, both teachers may be able to circulate, allowing them to work one-on-one, with pairs, or in small groups of students.

When the ESL teacher pushes in to classes, she works with the ELLs to ensure language issues do not interfere with comprehension of content. In the self-contained ESL class she teaches, the ESL teacher tailors the content of the English class to meet her ELLs' needs.

(4)

(a) All our ELLs are screened to see if they are SIFE. Currently at LoMA, we only have one student who is classified as SIFE. (The other SIFE student is in the process of transfer to a bilingual program.) This is the first year we have had a SIFE student. Our SIFE policy at LoMA is evolving. The SIFE student has been placed in the ESL teacher's advisory, which meets 40 minutes per day for language reinforcement and reading. The SIFE student is also in the self-contained ESL class and the Global class the ESL teacher pushes into. The ESL teacher will receive training on SIFE instruction through a professional development workshop. We feel that SIFE students benefit from one-on-one meetings with teachers, and with the ESL teacher in particular. The SIFE student is encouraged to attend extended-day tutoring, and ESL teacher has met frequently with the student there, as have the other content area teachers. The ESL teacher ensures that in these sessions as well as in the other content area classes, effective academic practices, such as note-taking, listening skills, responding to prompts and teacher questions, and organization of course materials, are emphasized, modeled, and explicitly taught.

(b) The plan for newcomers is that they learn English for both academic and social purposes. In the co-teaching model, teachers work one-on-one with them as much as possible on areas such as vocabulary, listening, basic reading comprehension, and writing structure. Because we have such a small population of ELLs and only 4 newcomers total (one of whom is transferring to a bilingual program, leaving us with 3 total), this is possible for our teachers to do, during and outside of class. They are also served in the tutoring program after school or meet with teachers before school. In their classes, they benefit from all of the above-mentioned scaffolds utilized by teachers at LoMA.

(c) We have 5 ELLs who have been receiving services for 4 to 6 years. We continue to provide them with scaffolds and one-on-one or small-group instruction as much as possible, as well as serving them in the extended day tutoring. The goal is to differentiate instruction to target the areas of difficulty on the NYSESLAT. Many of our students struggle with academic writing, as indicated by NYSESLAT scores, and we now use two school-wide writing scaffolds to aid all students, especially those who struggle with this modality.

(d) For long-term ELLs who have been receiving services for over 6 years, we realize that it is crucial that their academic English skills catch up to their social English skills (almost all are Advanced or Proficient in oral language as indicated by NYSESLAT scores). At LoMA, we have 9 long-term ELLs, and 3 of these students are classified as having special needs. For the other 6 long-term learners, we continue to support these students through scaffolds, co-teaching, and tutoring to make academic English less abstract and more applicable to their lives.

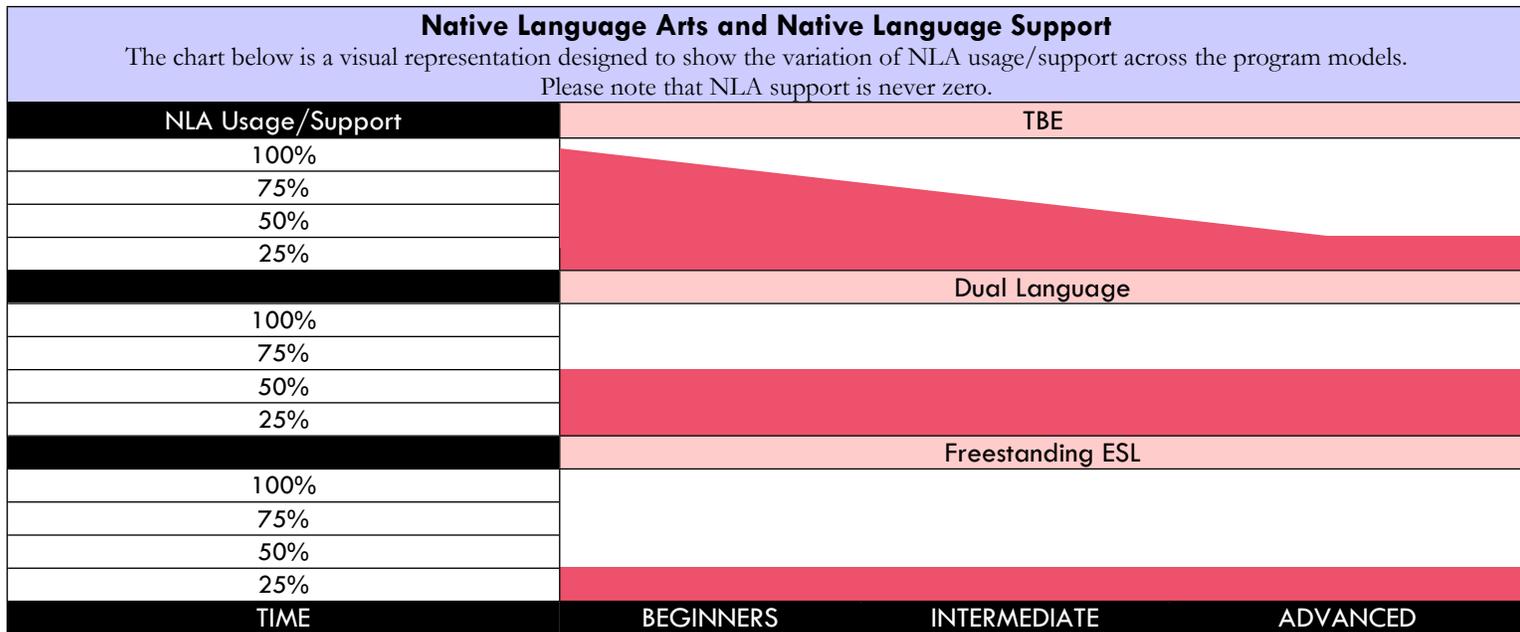
(e) We focus on an inclusion model at LoMA for all our students, including general education, ELLs, and students classified as special needs. Five of our ELLs are eligible for special education services. We follow the dictates of the IEPs for all our special needs students, in order to place them in appropriate settings and provide them with necessary counseling.

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

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

(B)

(5)

All content area classes have extended-day tutoring available to all students, including ELLs, as targeted intervention. Whenever necessary, a translator or peer is provided for students if use of the native-language in tutoring would be helpful for them.

(6)

Continuing transitional support for ELLs is provided during class through the co-teaching model and in extended-day tutoring. After reaching the Proficient level on the NYSESLAT, former ELLs will still be given extended time on Regents exams for two years.

(7)

Plans for the upcoming school year include giving more ELLs direct English instruction, especially those classified as beginners. The ESL teacher will have more direct contact with ELLs at all grade levels to complement the instruction they receive in their co-taught classes. LoMA will ensure that the instructional models used with ELLs adhere to the mandated minutes of instruction following the NYS CR Part 154 Regulations.

(8)

No programs or services for ELLs will be discontinued.

(9) All classes are taught in English and ELLs are always grouped with the general education population. All extra-curricular activities, as well as extended-day tutoring, are open to ELLs regardless of their level of English. Most ELLs participate in extra-curricular activities. At LoMA a student's day does not end at 3:00, as our extended day program supports instruction and offers students a wide variety of high interest, community-building activities. These include theater, yoga, the LoMA Theatre Ensemble, NY Cares volunteer group, mentoring from the employees of Oppenheimer Funds, leadership programs, skateboarding and academic clubs. Varsity PSAL tennis, volleyball, basketball, handball, soccer and bowling teams are also available. Every senior student takes part in extensive internships with organizations such as the Abrons Arts Center, The Public Theater and Harlem Hospital, and in addition near two thirds of them are currently taking college classes at NYU, John Jay College or on-line through an izone school partnership.

(10)

Technology is used in every class. All teachers use SMART boards in their classes, especially to add visual support to lessons. Laptop carts are available for all classes. All classrooms have an extensive classroom library and a laptop available for students to use whenever needed. Additionally, LoMA has a daily Drop Everything and Read (DEAR) period for all students to engage in extended silent reading or read-alouds.

(11)

At LoMA, we only have an ESL model. Native-language support is provided by bilingual staff, peers, and bilingual dictionaries and glossaries.

(12)

Required services support ELLs and resources correspond to ELLs' ages and grade levels. No below-grade materials are used. Instead, ELLs are taught the same content as their peers but with modifications for comprehensibility and accessibility, using the scaffolds and resources outlined above.

(13)

Before the school year, the ESL teacher will have an informal meeting with incoming ELLs. They will be given a tour of the school and will be given an orientation session. If possible, an intensive ESL course will be given for a few days before the school year begins.

(14)

Spanish is the only language elective currently offered at LoMA. ELLs are welcome to take Spanish as a foreign language.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

(D)

(1)

Because all of LoMA's teachers teach ELLs, they all must attend a professional development workshop to guide their instruction. Any staff members who have not yet attended a workshop will do so this year. Staff is encouraged to take advantage of Q-tel professional Development activities that are sponsored by the ISC and by Central.

(2)

In meetings held several times a week, individual students are discussed by all staff who teach them. ELLs are focused on in particular. Teachers are reminded to work with students on transitional skills from middle school to high school, such as: goal-setting, time management, writing skills, keeping track of assignments, and organization of materials, among others. Teachers will often take time one-on-one with students to help them with these skills.

(3)

Professional development presentations are held throughout the year for all teachers. They focus on differentiation of instruction, including strategies for teaching ELLs. New teachers are also sent to special professional development days sponsored by the Learning Support Organization or Department of Education targeting in order to meet the minimum 7.5 hours of mandated ESL training for all staff. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. Our ESL teacher is also a resource for all teachers on staff, and is available to answer questions and help to modify content.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have very strong parent involvement at LoMA, due in part to the efforts of our parent coordinator, Trece Cordero, who is on the Language Allocation Policy team. LoMA encourages parental involvement through the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities. Several members of our staff are bilingual, and every effort is made to involve parents of ELLs in the school. Surveys and questionnaires are sent home periodically, with translations. Translation services are provided for parent-teacher conferences and meetings throughout the term. Our Parent Coordinator and Guidance counselor schedule meetings during the daytime and evening throughout the year. Translations are made available, as are translators. All documents, surveys, and questionnaires are sent home in English and the native language.

As a neighborhood school of the diverse Lower East Side, one of LoMA's greatest strengths is its connections to community-based organizations that service our students and their families. LoMA has developed partnerships with the following organizations and universities: Henry Street Settlement New York Theatre Workshop, American Ballet Theatre, Fidelity Future Stage, Oppenheimer Funds, Grand street

Settlement, Gotham Opera Company, St. Luke's Orchestra, Educational Alliance, The Door, Leave Out Violence (LOVE) and New York University. LoMA's exemplary programs have also earned grants from the New York State Council of the Arts and the City of New York.

Needs of parents are evaluated in face to face meetings at school and surveys sent home.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	1	1	3
Intermediate(I)										2	1	2	1	6
Advanced (A)										4	0	2	1	7
Total	0	0	0	0	0	0	0	0	0	7	1	5	3	16

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0									0	0	1	0
	I										0	0	1	0
	A										2	0	0	0
	P										5	1	4	3
READING/ WRITING	B										1	0	1	1
	I										2	1	2	1
	A										4	0	2	2
	P										0	0	0	0

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

NYS Math				
Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Math <u>algebra</u>	9		5	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7		4	
Physics				
Global History and Geography	8		2	
US History and Government	4		4	
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part V
(B)

(1)
LoMA teachers design their own tools to assess our ELLs. They confirm the NYSESLAT data that our ELLs struggle with academic writing and struggle somewhat less with academic reading. We are using the data to guide scaffolding for writing and reading in all classes.

(2)
We have studied the results of the NYSELAT exam. The sample size (our ELL population) was too small to identify correlations between instruction and student improvement. We did notice that many of our ELLs scored proficient on the Listening and Speaking sections and that

(3)

We will continue to use NYSESLAT scores to aid us in differentiating instruction. We have already implemented school-wide writing scaffolds, and will implement reading strategies instruction also in order to address student difficulties. We realize that more instructional time needs to be spent on academic reading and writing to balance the time students are able to spend on oral language skills.

(4)

(a) A trend that can be observed by examining NYSESLAT scores is that every year student scores have gone up. Almost all of our students score proficient on speaking and listening but none scored proficient on writing, and few scored advanced.

(b) Teachers at LoMA use the results of Periodic Assessments to better differentiate instruction. However, our sample size of ELLs is too small to truly note trends in results.

(c) Our ELLs are offered the opportunity to take Regents exams in their native language. As of yet, they have not chosen to do so. Our ELLs are performing well on the Regents, though some of our IEP ELLs are struggling to meet the requirements for a Regents diploma and one is likely to receive an IEP diploma due to her inability to pass the reading and writing RCT. This seems to be more of a "ability?" problem than a language one. We will continue to support them through small group interventions targeting their writing deficiencies.

(5)

N/A

(6)

We have seen NYSESLAT scores go up each year with grade level. We attribute this to the co-teaching model, which allows students more time in small groups with their content area teachers. We also attribute success to the extended-day tutoring program. Because it is presented as part of the school day and necessary for all students, ELLs students feel comfortable and compelled to attend. This gives them a great deal of one-on-one support from their teachers. These supports, along with differentiated instruction in every classroom, will help our ELLs to reach their full potential.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		