



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** LOWER MANHATTAN ARTS ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M308

**PRINCIPAL:** JOHN WENK      **EMAIL:** JOHNWENK@HOTMAIL.COM

**SUPERINTENDENT:** MATHESON, . TAMIKA

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
John Wenk	*Principal or Designee	
Andres Lachnit	*UFT Chapter Leader or Designee	
Greg De Shields	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	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/	
Joanne Brown	Member/	
Carol Boyd	Member/	
Ludmilla Louisdhon	Member/	
Melissa Terrano	Member/	
Deborah Pierre	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

*Courses will ratchet up the level of expectations so that they will be more in line with the Common Core Standards. All classes will integrate at least one project that is aligned with at least one of the common core standards. In addition the curriculum for the four freshmen academic classes will be significantly rewritten, taught and tested as pilots for more rigorous, standards based instruction.*

### **Comprehensive needs assessment**

While our school progress report indicates that our students are passing the Regents exams at a very high rate for our population, we are not satisfied that the level of expectation for the Regents is sufficient to guarantee college success. The common core standards require an increased level of rigor that better represents our high expectations.

### **Instructional strategies/activities**

*Over the summer of 2011, using the UbD model, teachers were provided per session time to rewrite curriculum in ninth grade global studies, English, math and Earth science. Teachers specified how these curricula meet the Common Core Standards, identify specific projects that assess student success in meeting these standards, and will now evaluate the success of the new curricula as they use them throughout the year.*

*These curricula and assessments will serve as a model for the departments in developing curricula that is more rigorous and thoughtful. After these teachers present their unit plans, models of student work and evaluations of their success to the rest of the staff during professional development meetings, the rest of the staff will develop similar projects integrating the Common Core Standards.*

### **Strategies to increase parental involvement**

The SLT has already received training from our CFN network in the common core standards. In late November, members of the team also attended the chancellor's training meeting at Seward Park. Teachers from each department presented their curricula at the first Parent Association meeting of the year. These presentations focused on the new freshmen, common core curricula.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Members of the staff are attending network-sponsored training in the Common Core Standards. They will then turnkey that training for the rest of the staff during regularly scheduled PD meetings and more informal team planning sessions. In addition, LoMA's staff will meet on Election Day with faculty from our sister schools in Seward Park to discuss ways that we are using the Common Core Standards to drive instruction.

**Service and program coordination**

Common Core Standards are a national initiative that New York State is requiring for all state schools as part of its winning application for Race to the Top funds.

**Budget and resources alignment**

Title I funds are being used to provide professional development per session time and food for curricula development.

Title I funds will also be used to purchase food for parent meetings to discuss the Common Core Standards.

TL FSF funds will be used to support the work of the SLT as it continues to work on integrating the common core standards into curricula.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

Increase the rigor of the arts curricula in a way that will be reflected by improved exit projects, portfolios and conservatory acceptance rates.

**Comprehensive needs assessment**

Are graduates have not been as successful as we had hoped at applying to arts conservancies upon graduation as some of their portfolios have been too thin and their auditions to weak for acceptance. Furthermore, based on some performances and presentations, some school community members feel that our students could use a richer curriculum in the arts.

**Instructional strategies/activities**

Continuing the work we began last year, every student will receive two additional credits in their art major prior to graduation. This will allow for instruction that is more rigorous, a richer graduation portfolio and more sophisticated exit projects. For the first time, every sophomore will take an arts major (visual art, music, dance and theatre) three hours a week. In junior year, they will continue studying their major five hours a week. Senior year will focus around a one-hour/week portfolio development class and a twelve-hour a week internship. Under this plan, more students will take part in more performances. Professional development with our arts partners will provide training to ensure the rigor of these new classes.

**Strategies to increase parental involvement**

The SLT and PA executive board has been involved in the decision-making process of this initiative and parent outreach will; be an important component of all student performances.

**Strategies for attracting Highly Qualified Teachers (HQT)**

All arts teachers are being trained in Common Core Standards to ensure that these new curricula meet rigorous standards in literacy. In addition, the art teacher is receiving professional development from Henry St./Abrons Arts Center, the dance teacher is working in collaboration with American Ballet Theatre, the music teacher is collaborating with Brooklyn Academy of Music and New York Theatre Workshop (NYTW) will continue its work with the acting teacher.

**Service and program coordination**

In a addition to meeting the common Core Standards of the state and federal government, these new classes will me the standards of New York City's Blueprint for Learning.

**Budget and resources alignment**

This initiative will not require much additional funding. Tax levy funds will be used for the partnerships with Henry Street, NYTW and BAM. The food for the events will come from Title I funds.

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

Consistently integrate technology into classroom instruction and the overall culture of LoMA in order to improve communication and diversify instruction.

1. Parents and students will be encouraged to make use of Engrade on-line gradebooks to follow their children's' progress. Teachers will begin a trial of using Twitter to remind students of HW assignments.
2. All Spanish classes and most summer school classes will take place on-line allowing for greater differentiation of instruction.
3. Our izon classes will focus on AP English in order to raise our AP pass rate by 50%.

#### **Comprehensive needs assessment**

1. After the success of last year's pilot project in the use of Engrade, parents and students feel that all teachers should post their grades on-line.
2. The Spanish classes have long suffered from too much diversity and not enough differentiation to the varied needs of native speakers and new speakers of foreign languages.
3. Our AP classes last year suffered due to problems in implementation by the izon and so we are retrenching the program by focusing on just one class this year with a teacher qualified to teach the class without technology if necessary.

#### **Instructional strategies/activities**

1. *85% of students will increase the Spanish fluency by one level as measured by K12 PowerSpeak.*
2. 100% of teachers will use Engrade.com electronic gradebooks so that student grades will be available to students and their parents.
3. 50% of students will check their grades on a regular basis.
4. 25% of seniors will take an on-line Advanced Placement course. And 30% of them will receive a grade of 3 or higher on the exam.

#### **Strategies to increase parental involvement**

Parents will be sent notices about Engrade through email and regular mail. At Parent Teacher Conferences, tables will be set up to provide parents training in how to access Engrade.com.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

The Spanish and AP teachers will receive professional development in on-line instruction. All teachers will receive instruction on the use of Engrade.

**Service and program coordination**

The increased use of technology is an important element of city, state and federal education initiatives.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	95	95	75	73	35	0	37	6
<b>10</b>	65	74	65	68	25	0	22	5
<b>11</b>	25	25	25	37	18	0	19	2
<b>12</b>	12	20	14	18	11	0	9	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<b>After school tutoring</b> <b>Lunch time tutoring</b> <b>Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor</b> <b>Team teaching</b> <b>Differentiated instruction</b> <b>Drop Everything and Read before lunch</b> <b>Reduced class size</b> <b>Extended time in the classroom</b>
<b>Mathematics</b>	<b>After school tutoring</b> <b>Lunch time tutoring</b> <b>Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor</b> <b>Team teaching</b> <b>Differentiated instruction</b> <b>Reduced class size</b> <b>Extended time in the classroom</b>
<b>Science</b>	<b>After school tutoring</b> <b>Lunch time tutoring</b> <b>Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor</b> <b>Team teaching</b> <b>Differentiated Instruction</b> <b>Reduced class size</b> <b>Extended time in the classroom</b>
<b>Social Studies</b>	<b>After school tutoring</b> <b>Lunch time tutoring</b> <b>Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor</b>

	<p> <b>Team teaching</b>  <b>Differentiated Instruction</b>  <b>Drop everything and Read before lunch</b>  <b>Reduced class size</b> Twice weekly “kid talk” sessions with all faculty and counselors  <b>Individual conferences</b>  <b>Probation cards</b>  <b>Interface with a wide variety of CBO support services</b>  <b>Parent conferences</b> </p>
<p> <b>At-risk Services provided by the Guidance Counselor</b> </p>	<p> <b>Individualized counseling</b>  <b>IEP development and review</b>  <b>MDRs</b>  <b>Family involvement conferences</b> </p>
<p> <b>At-risk Services provided by the School Psychologist</b> </p>	<p> <b>Individualized and group counseling</b>  <b>Attendance and lateness outreach</b>  <b>Crisis counseling</b> </p>
<p> <b>At-risk Services provided by the Social Worker</b> </p>	<p> <b>Individualized and group counseling</b>  <b>Attendance and lateness outreach</b>  <b>Crisis counseling</b> </p>
<p> <b>At-risk Health-related Services</b> </p>	<p> <b>Condom availability</b>  <b>Nurse’s services</b>  <b>Biweekly doctor’s visits</b>  <b>First aid</b>  <b>Medical transport</b>  <b>Medication distribution</b>  <b>Ear and eye exams</b>  <b>Grade level “Kid talk”</b> </p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Nancy Scala/CFN107 network</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>308</b>
School Name <b>Lower Manhattan Arts Academy(LoMA)</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>John Wenk</b>	Assistant Principal <b>Tim Timberlake, Yetta Garfield</b>
Coach <b>none</b>	Coach <b>none</b>
ESL Teacher <b>Audrey Beegle</b>	Guidance Counselor <b>Fredda Gordon</b>
Teacher/Subject Area <b>Jessica Watson</b>	Parent
Teacher/Subject Area <b>Jill Johnson</b>	Parent Coordinator <b>Trece Cordero</b>
Related Service Provider	Other
Network Leader <b>Nancy Scala</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>338</b>	Total Number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>4.73%</b>
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## Part II: ELL Identification Process



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 work with parents to 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	4	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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3	1	1	4	0	2	9	0	4	16
Total	3	1	1	4	0	2	9	0	4	16

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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										3	3	1	3	10
Chinese										2	1		1	4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>15</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Part IV

(1)

a) We have a combination of a push-in and collaborative co-teaching model. 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 and 10<sup>th</sup> grade ELLs receive reinforcement of language skills daily in their advisory class with an ESL certified teacher.

b) All classes are block and grouped heterogeneously.

(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 all 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.

Additionally, the school is piloting the use of Wilson literacy support programs with ELLs and hopes to eventually make these available to all ELLs who would benefit from them.

(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.

(4) As a 9-12 school, it is rare that LoMA receives students who were not identified as ELLs by their middle or elementary school.

## A. Programming and Scheduling Information

Therefore native-language evaluations have already been done, and LoMA follows the determinations of these evaluations. If LoMA has to evaluate a student, appropriate translated documents and interpreters are utilized.

(5)

(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. This is only the second time we have had a SIFE student, therefore 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 ESL teacher is well-versed in SIFE needs. The SIFE student is also in the ELA class and the Global class the ESL teacher pushes into. The SIFE student is also receiving an hour of a one-on-one Wilson intensive literacy/phonics intervention, to support encoding and decoding in English. 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 2 newcomers 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 4 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 7 long-term ELLs, and 4 of these students are classified as having special needs. (One student is a Long Term Absence.) 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. Seven 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.

6. All ELLs and SWDs are placed in collaborative co-taught classes. Generally, one teacher is charged with lesson delivery while the other teacher is able to circulate and guide select students in comprehension of content. Scaffolds utilized by all LoMA teachers include pair- and group-work, visuals and audio-video, props, vocabulary aids, graphic organizers, adapted texts, dictionaries (bilingual and English-English), accessing prior knowledge, reading/thinking aloud, modeling, among many other adaptations. LoMA uses a school-wide reading scaffold and a school-wide academic writing scaffold. All teachers have attended teacher-taught workshops on these two scaffolds to ensure smooth implementation in all content areas (including science and math).

7. In addition to being placed in collaborative co-taught classes, ELLs and SWDs benefit from LoMA's extended-day tutoring program. There they are able to meet with teachers in small groups or often one-on-one. LoMA is piloting Wilson and Just Words programs to work intensively with ELLs and SWDs on encoding and decoding issues with English. The school's schedule was adapted to allow implementation of these programs and to avoid pulling students out of academic classes. The ELLs and SWDs in need of Wilson interventions are placed in them through an extended after-school advisory, for which they will receive extra-curricular credit. Students at LoMA are heterogeneously grouped, and collaborative co-teaching allows us to avoid pulling ELLs or SWDs out of academic classes. Teachers often make packets of adapted curriculum for students with special needs, and they use their adapted curriculum alongside their peers.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

**Native Language Usage and Supports**

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

B.

(8) All ELLs at LoMA are placed in collaborative co-taught classes with teachers who are well-versed in scaffolds and supports for struggling students. 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.

(9)

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.

(10)

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. LoMA has begun the pilot of Wilson programs for intensive work in encoding and decoding, and has plans to pilot a literacy program to support students struggling with academic reading and writing.

(11)

No programs or services for ELLs will be discontinued.

(12) 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.

(13)

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. Beginning and Intermediate ELLs are placed in Wilson interventions during this time, but it does not interrupt tutoring or after-school activities.

(14)

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

(15)

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

## B. Programming and Scheduling Information--Continued

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

B.

(8) All ELLs at LoMA are placed in collaborative co-taught classes with teachers who are well-versed in scaffolds and supports for struggling students. 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.

(9)

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.

(10)

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. LoMA has begun the pilot of Wilson programs for intensive work in encoding and decoding, and has plans to pilot a literacy program to support students struggling with academic reading and writing.

(11)

No programs or services for ELLs will be discontinued.

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(13)

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. Beginning and Intermediate ELLs are placed in Wilson interventions during this time, but it does not interrupt tutoring or after-school activities.

(14)

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

(15)

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.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. What programs/services for ELLs will be discontinued and why?
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(9)

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.

(10)

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. LoMA has begun the pilot of Wilson programs for intensive work in encoding and decoding, and has plans to pilot a literacy program to support students struggling with academic reading and writing.

(11)

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(13)

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. Beginning and Intermediate ELLs are placed in Wilson interventions during this time, but it does not interrupt tutoring or after-school activities.

(14)

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

(15)

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.

## 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?

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- 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 and 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.

2. 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.

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4. 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.

## 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)?

## 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 every week by grade level, individual students are discussed by all staff who teach them. ELLs are focused on in particular, and the ESL teacher is present in these meetings. 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. These are focused on intensively in advisory as well as in content area classes, especially in 9<sup>th</sup> and 10<sup>th</sup> grades. Teachers will facilitate student participation in these meetings. The ESL teacher will assist ELLs with their

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(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. Professional development at LoMA focuses intensively on improving literacy, among our native-speaking, SWD, and ELL populations. 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?
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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

PART V

(B)

(1)

### 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

### NYSESLAT Modality Analysis

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

### 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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6	0	3	0
Integrated Algebra	12	0	9	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	1	0	0	0
Math <u>RCT</u>	3	0	1	0
Biology	5	0	4	0
Chemistry				
Earth Science	11	0	2	0
Living Environment	7	0	4	0
Physics	0	0	0	0
Global History and Geography	8	0	4	0
US History and Government	5	0	2	0
Foreign Language	2	0	2	0
Other <u>RCT Global</u>	3		0	
Other <u>RCT Scienc</u>	2		0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

### 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.
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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

### Additional Information

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Paste additional information here

## Part VI: LAP Assurances

**School Name:** Lower Manhattan Arts Academy

**School DBN:** 02M308

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JOHN WENK	Principal		12/19/11
TIM TIMBERLAKE	Assistant Principal		12/19/11
TRECE CORDERO	Parent Coordinator		12/19/11
AUDREY BEEGLE	ESL Teacher		12/19/11
-----	Parent		12/19/11
JESSICA WATSON	Teacher/Subject Area		12/19/11
JILL JOHNSON	Teacher/Subject Area		12/19/11
-----	Coach		12/19/11
-----	Coach		12/19/11
FREDDA GORDON	Guidance Counselor		12/19/11
NANCY SCALA	Network Leader		12/19/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 02M308      **School Name:** Lower Manhattan Arts Academy

**Cluster:** CFN      **Network:** 107

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

**Part A: Needs Assessment Findings**

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

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. Students who are new to our school 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. Using this data and initial interviews with parents allows us to determine and maintain records of interpretation needs.

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, we discovered that five families have a need for Mandarin translations and six need Spanish translations, both written and oral. Translation services are provided by school staff. All communications that go out to our student body and their families must be translated into the two languages: Spanish and Mandarin. Any phone calls made to these families are made using an interpreter. These findings were shared at faculty conferences, school leadership team meetings, department meetings and parent association meetings. All advisors and teachers of these students are aware of the interpretation needs.

## 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.

We do our utmost to have all documents translated in house by qualified LoMA teachers in time for translations to be sent out at the same time as English versions. At this point in our school's existence, most documents and forms which are sent out every year have already been translated. New documents are translated within a day or two of being written, since it is done by in-house staff. If there is no time for such a translation, phone contact is made with the family by a bilingual school aid or teacher. All parents are provided with translations of the Parents' Bill of Rights documents.

In terms of signage, our school space is very small, limited to half a floor. Therefore translation of signage is not necessary; however, a bilingual staff member guides parents who come to our school.

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, phone calls, and assemblies. For Spanish interpretation, we are fortunate to be able to depend on in-house translators/interpreters, as several of our teachers and aides are bilingual in Spanish. They always make themselves available during any meetings where interpretation is needed. A school aide assists us with our Mandarin interpretation needs. The school aide is available throughout the school day and also for meetings. During parent-teacher conferences, teachers also take advantage of the DOE's telephone interpretation services. Meetings are only held with parents when it is assured an interpreter has been notified and will be available.

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.

