



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LOWER MANHATTAN ARTS ACADEMY

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

PRINCIPAL: JOHN WENK

EMAIL: JWENK@SCHOOLS.NCY.GOV

SUPERINTENDENT: MARISOL BRADBURY

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	
Andreas Lachnit	*UFT Chapter Leader or Designee	
Debbie Barnes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Emily Del Valle Sabina Sanchez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ludmilla Louisdhon	Member/ teacher	
Melissa Terrana	Member/ teacher	
Deborah Pierre	Member/ teacher	
Carol Boyd	Member/parent	
Joanne Brown	Member/ parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

Annual Goal #1

By June 2013, 90% of LOMA staff will use technology to communicate with families regarding attendance, behavior, opportunities for growth in academic performance, and explaining ways that students and families can progress towards meeting citywide expectations as measured by 10% increase in Parents Survey (from 13% to 23%).

Comprehensive needs assessment

Our teachers have identified the lack of homework completion as major factor for low performance on class and state exams and feel that we need to work more as a team to ensure student success. The parents have asked to be more engaged partners in supporting students in completing their work but have expressed a greater need to track student progress. The skedula program will also help to identify students for early intervention strategies and improve the effectiveness of advisors in supporting student learning.

At our annual retreat last year, staff also expressed concern for the wide difference in staff knowledge and ability to integrate technology into the curriculum to increase student learning.

Finally, if we are to use technology more, there is a need for greater student computer access.

Instructional strategies/activities

1. All staff will make use of Skedula.com for the following purposes:
 - a. To keep an on-line gradebook that can be accessed by colleagues, students, parents and administration.
 - b. To monitor and share attendance data, including cut reports.
 - c. To record parent contacts, disciplinary reports, Kid Talk discussions and other student achievement on a student specific anecdotal page.
 - d. To send and receive emails to and from parents and students.
2. Every teacher will set and achieve one technologic professional pedagogic goal.
3. A set of technology expectations will be written into the teacher's handbook.
4. Two new laptop carts will be available for classroom use and maintained by a teacher paid with per session funds.
5. A technology station will be set up in the hallway before and after school to help students print and edit assignments.
6. Our school website will be revised with a focus on user friendliness and access to more school information.

Strategies to increase parental involvement

The purpose of this goal is, in large part, to increase parent involvement through more efficient sharing of information. All parents will receive computer training, and if necessary, email addresses, at PA meetings and parent teacher conferences. .

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

1. Two new laptop carts will be purchased with a Resolution 1 grant from the City Council and will be maintained by a teacher paid with per session funds from tax levy funding.
2. Skedula funding (\$6,000) came from our Title I allocation, and training occurred at the beginning of the school year. Ongoing training will continue throughout the year during regularly scheduled Monday PD time.
3. The rewrite of the staff handbook was completed during our annual retreat under the leadership of our assistant principal.

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

By June 2013, 100% students will experience 2 Common core-aligned instruction in ELA and Math as evidenced by tasks, classroom observations and teacher-team evaluations.

Comprehensive needs assessment

Research has established the frequency of teacher observations directly effects student's achievement

Instructional strategies/activities

- PD on research based Framework for Teaching prior to the beginning of the school year for teachers.
- Ongoing PD on CCLS with all teachers
- Teachers will develop collaborative lessons that incorporate written skills needed for providing evidence to support arguments
- Teachers meet weekly to assess student work and plan lessons that required evidence to support a claim.

Strategies to increase parental involvement

Information about the curriculum revisions will be shared with parents through a variety of forums:

- A curriculum night in September
- The Principal's Weekly newsletter
- Parent-Teacher conferences
- Robocalls, where appropriate
- The School website

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Most of the professional development necessary for this initiative will occur during regularly scheduled weekly staff meetings. Additional training, if necessary, can occur with tax levy funds. The principal will ensure that this initiative is followed through observations, review of students work, and review of Skedula.

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

By June 2013, 100% of LOMA staff will actively participate in a grade level professional learning community focus on supporting all students to meet the Common Core standards as measured by a minimum of 2 inter-visitations and 2 peer feedback sessions and 5 principal informal observations.

Comprehensive needs assessment

- Research shows that professional learning communities where teachers and administrators share their learning, raises the level of instructional effectiveness to the benefit of student achievement.
- Research shows that the professional learning community is a powerful staff development approach and a potent strategy for school improvement.

Instructional strategies/activities

- Assign teacher to lead Advisory team meetings for the school year
- Create a master schedule that allows for the grade team/Advisory to meet together on a weekly basis.
- Collaborate with all teams (Principal/AP/Dean/Guidance Consular/Advisor/Teachers/Parents) to establish a case conferencing protocol for supporting individual students who are struggling.

Strategies to increase parental involvement

Information about professional development will be shared with parents through Parent Association and School Leadership Team meetings

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Most of the professional development necessary for this initiative will occur during regularly scheduled weekly staff meetings. Additional training, if necessary, can occur with tax levy funds. The principal will ensure that this initiative is followed through observations, review of students work, and review of Skedula.

ANNUAL GOAL #4 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 #4

Increase the number of graduates attending four-year colleges by 10%. 70% of the graduates of the class of 2013 will be accepted to four year colleges.

Comprehensive needs assessment

While our 18 month college enrollment rate was in the 100% range of our peer group, our lowest score on this year's Progress Report was in the area of College and Career Readiness.

Instructional strategies/activities

1. Raise the SAT scores of students through more free seats in test preparation courses given by our community-based partners.
2. Increase our efforts at parent involvement through more frequent college education events.
3. Provide more support for the college office by adding more staffing from a CBO partner and a part-time community assistant.
4. 45% of seniors will take a course at a four year college or an AP class to prepare for college.
5. Work with the alumni and other organizations to increase scholarship opportunities.

Strategies to increase parental involvement

Parents will be informed of this initiative through a variety of forums:

- Four college nights over the course of the year
- The Principal's Weekly newsletter
- Parent-Teacher conferences
- The special college page on the school website

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

A grant has been written with Henry St. Settlement to provide 50 seats for SAT classes and opportunities for college visits and The Door has agreed to provide a three day a week college advisor through a grant we have written with them.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • 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 • Extended time in the classroom 	Small group, one on one, whole class	Before school, after school and during class time
Mathematics	<ul style="list-style-type: none"> • Tutoring • Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor • Team teaching • Differentiated instruction • Extended time in the classroom 	Small group, one on one, whole class	Before school, after school and during class time
Science	<ul style="list-style-type: none"> • Tutoring • Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor • Team teaching • Differentiated Instruction • Extended time in the classroom 	Small group, one on one, whole class	Before school, after school and during class time
Social Studies	<ul style="list-style-type: none"> • After school tutoring • Lunch time tutoring 	Small group, one on one, whole class	Before school, after school and during class time

	<ul style="list-style-type: none"> • Pull-out and/or push in instruction by special education teacher, second DOE teacher or NYU tutor • Team teaching • Differentiated Instruction 		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Four weekly “kid talk” sessions with all faculty and counselors • Individual conferences • Interface with a wide variety of CBO support services • Parent conferences • Individualized counseling • IEP development and review • MDRs • Family involvement conferences • Individualized and group counseling • Attendance and lateness outreach • Crisis counseling • Condom availability • Nurse’s services • Biweekly doctor’s visits • First aid • Medical transport • Medication distribution • Ear and eye exams 	Small group, one on one, whole class	Before school, after school and during class time

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

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

We support teacher excellence through the following means:
 Support staff receive training through Network support
 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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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 the 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.)*

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Nancy Scala/CFN107 network	District 02	Borough Manhattan	School Number 308
School Name Lower Manhattan Arts Academy(LoMA)			

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

Principal John Wenk	Assistant Principal Tim Timberlake, Yetta Garfield
Coach none	Coach none
ESL Teacher Audrey Beegle	Guidance Counselor Fredda Gordon
Teacher/Subject Area Jessica Watson	Parent
Teacher/Subject Area Jill Johnson	Parent Coordinator Trece Cordero
Related Service Provider	Other
Network Leader Nancy Scala	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	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	338	Total Number of ELLs	16	ELLs as share of total student population (%)	4.73%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										0				0
Push-In										2	2	0	0	4
Total	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
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	
	EL	EP																		
Spanish																			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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	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										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
TOTAL	0	0	0	0	0	0	0	0	0	5	5	1	4	15

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 10th 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

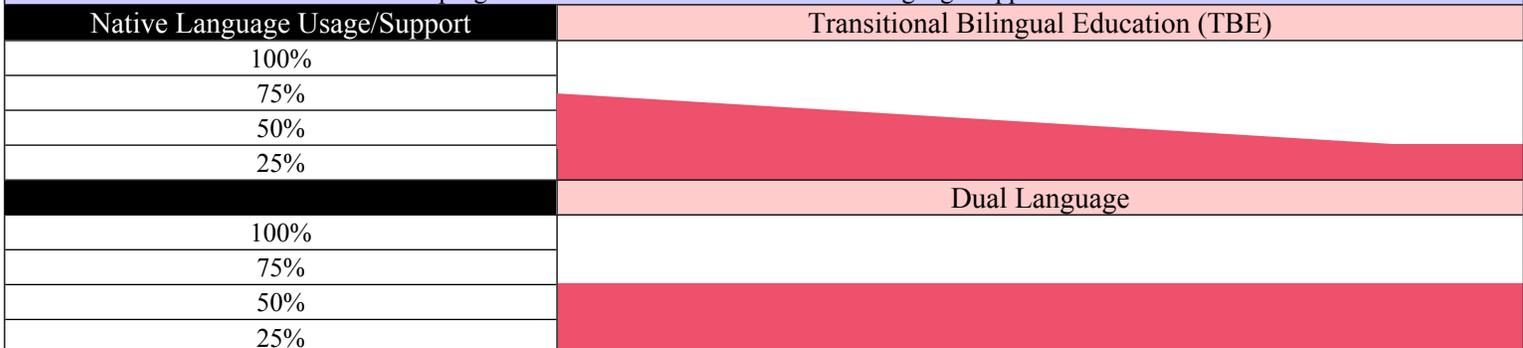
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

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)?

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 9th and 10th grades. Teachers will often take time one-on-one with students to help them with these skills. The ESL teacher meets with ELLs about their schedules, teachers, and homework, and answers any questions they have.

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

1. 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 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.

3. Needs of parents are evaluated in face to face meetings at school and surveys sent home. Parents can meet with the ESL teacher who can guide them to free, community-based ESL classes for adults. Surveys and questionnaires are sent home periodically, with translations.

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.

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	1
Intermediate(I)										2	2		2	6
Advanced (A)										2	2		1	5
Total	0	0	0	0	0	0	0	0	0	4	4	0	4	12

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	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

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)

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. Because of these results and other students' struggles with academic literacy we have introduced school-wide reading and writing scaffolds.

(2)

We have studied the results of the NYSESLAT 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 0% scored proficient on the Reading and Writing section. This informs us that more attention has to be placed on writing and reading skills. This is one of the reasons for the implementation of Wilson interventions and cross-curricular writing and reading scaffolds. As our ELL population grows, we will be able to better identify patterns.

Two of our ELLs have sat for NY State Regents Exams. One has passed all four exams the other student has passed three of four exams (Local pass). The second student is receiving one on one tutoring for the one exam she failed. These results are better than the results of the general population.

We have also looked at the Scantron (periodic assessments) results of our ninth grade ELL population and compared them to the general population. There was no significant difference in their scores.

(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. Students are not tested in their native language.

(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.

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

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 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 02m308

School Name: Lower Manhattan Arts Academy

Cluster: _____

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

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 six families have a need for Mandarin translations and five 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.

