



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LOWER MANHATTAN ARTS ACADEMY

DBN (i.e. 01M001): 02M308

Principal: JOHN WENK

Principal Email: JWENK@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
John Wenk	*Principal or Designee	
Thomas Riccobono	*UFT Chapter Leader or Designee	
Wanda Moraldo-Simon	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Graceson Abreau	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Terrana	Member/ teacher	
Ludmilla Louisdhon	Member/ teacher	
Oloni Binns	Member/ student	
Kellie Greene	Member/ parent	
Matolene Chambers	Member/ parent	
Sally Webster	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will become familiar with the Danielson rubric, use it for self-evaluation, and be evaluated under the DOE's new teacher evaluation system by June 2013.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

New York State is requiring the usage of Advance to track teachers' progress on the Danielson rubric. Many areas of this rubric align with the need for higher order thinking skills, particularly in questioning techniques, a need that was recognized during the staff retreat.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Conduct observations of teachers using either option 1 or option 2.
 - Provide feedback to teachers using the Danielson rubric.
 - Follow up on recommendations on the next observation to measure improvements
 - Use those observations to rate teacher at the end of the year through the Advance tool.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Yetta Garfield, A.P. and John Wenk, Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. All teachers should be rated at least effective at the end of the year, with half of the teachers rated highly effective in at least two measures
- D. Timeline for implementation and completion including start and end dates**
1. Training in Advance to be completed by the end of September.
 Goal setting meetings with individual teachers to be completed by mid-October.
 First round of observations to be completed by Thanksgiving.
 Midyear discussions to be completed by March 1.
 Final round of observations to be completed by May 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Administration and key staff members will attend training over the summer. Training for rating administrators will continue through the school year from the network.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be informed of the new rating system at PA meetings and through the SLT

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 100% of teachers will have received a rating of "effective" or higher on component 3B for at least two observations

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

Last year’s retreat indicated that there was not enough student to student discourse in classes, a conclusion that was reinforced by analysis of this year’s ADVACE self-assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Students will engage in high-quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other elaborate upon their thinking.

- 1. Wait time after asking a question
- 2. Wait time after a student answers a question
- 3. Accountable Talk
- 4. Inquiry (Problem Based Learning) Groups
- 5. Socratic Seminars

B. Key personnel and other resources used to implement each strategy/activity

- 1. Network support staff, Principal, A.P. , and lead teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Because this is our instructional focus, it is important that each observation our administrative team does focuses on the relevant components in Advance’s MOTP, and give actionable feedback to each teacher and coach them through implementing pedagogical strategies aimed at increasing and improving the quality of student to student discussion. Feedback for Domain 1 would be given after reviewing lesson plans with suggestions about how to incorporate strategies to enhance discussion into the planning phase. Feedback for Domains 2 and 3 would be after both full period and partial period observations. Domain 4 feedback would come during teacher team meetings where teachers should be active participants in meaningful discussion with their colleagues.

D. Timeline for implementation and completion including start and end dates

- 1. Training began during the September PD days and continues during weekly PD meetings

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. The network will send achievement coaches, staff will share best practices, we will revisit the Great Books Class, administration will pay special attention to 3b in all observations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Parents will be informed of this initiative through the PA and SLT

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, the total amount of credits earned by students will have increased by 10%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The biggest factor for our progress report grade dropping by two levels was due the drop in students earning at least 10 credits in grades 9-11.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Two inquiry teams will look at two at-risk populations – students repeating ninth grade and students who have failed multiple classes in the first marking period. The school will follow the recommendations of these teams.
2. Section 9—05 will be taught by teachers who have experienced success with struggling students using more differentiated instructional strategies.
3. Teachers will make a concerted effort to get in all HW and projects which will include giving partial credit for partial work.
4. Advisors will review grades will at-risk students on Skedula on a weekly basis.

B. Key personnel and other resources used to implement each strategy/activity

1. Inquiry team members, 9-05 teachers, administration, counseling staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 9-05 will have a 60% pass rate, 9th grade will have a 75% pass rate, 10th a 75% pass rate and 11th grade will have an 85% pass rate.

D. Timeline for implementation and completion including start and end dates

1. Scholarship reports will be run and analyzed at the end of every marking period

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be paid per session to meet in inquiry teams after school

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

5. Counseling team will be more proactive in call in parents of students who are falling behind.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

- 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Just Words	Small groups	Earth science pull out
Mathematics	IMP Math program	Team teaching	During the school day
Science	Non-Regents earth science	Small group	During the day
Social Studies	Project-based learning	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling through the arts	Small Group	Before school and during dayx

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teams of teachers do all of the hiring after seeing model lessons. Newer teachers team teach New teachers receive mentors and additional training from network achievement coach.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).	
Sept	<p>Whole Staff:</p> <ul style="list-style-type: none"> • Intro to Instructional Focus and its connection to the CCLS and Danielson Rubric • Expectations for classroom practice • Develop LoMA lesson plan template • Used classroom video to norm the rating for instruction around critical discussion techniques. • Ground instructional focus in key readings. <p>Subject Teams: Create rubric showing what college ready critical thinking discussion looks like for the subject area</p> <p>ELL: Reviewing NYSESLAT data pertaining to student needs</p> <p>Special Education team: Reviewed IEPs to find areas of concern</p> <p>Grade Teams: Develop unit plans that reflect improved questioning techniques.</p>
Oct	<p>Whole Staff:</p> <ul style="list-style-type: none"> • Assessing students skills in focus • Assessing students articulation of critical thinking • Implement strategies for creating Inquiry Based Learning • Procedural Practice on community outreach <p>Subject Teams: Using data to inform instruction. Share best practices of inquiry based instruction</p> <p>Grade Teams: Align common core expectations with appropriate and meaningful literacy based strategies</p>
Nov	<p>Pedagogical Teacher Teams:</p> <ul style="list-style-type: none"> • Differentiated Teacher PD Groups, based on teacher needs as evaluated via observations on highlighted Components above. • Aligned phrasing to students so that we can hold them to accountable talk • Workshop on assessing student to student discussions • Using Technology to develop interactive learning between students <p>Subject Teams: Share good interactive materials. Determine criteria for assessing</p>

	<p>discussion</p> <p>Grade Teams: Review Common Core Literacy skills and align expectations</p>
Dec	<p>Pedagogical Teacher Teams:</p> <ul style="list-style-type: none"> • Review Question/Discussion Techniques (wait time, higher order skills, student questions) • Implement student directed learning by showing video • How seating arrangements can improve the lesson • PD on 4C communication with families <p>Subject Teams: Breakdown the types of lessons we all use. Align common core learning goals with lesson types</p> <p>Grade Teams: Measure and quantify all outreach to families so far in the year. Discuss new and alternative strategies</p>
Jan	<p>Pedagogical Teacher Teams:</p> <ul style="list-style-type: none"> • Check in with tools for outreach and measure data and effectiveness of outreach • Diversity Training Seminar • Methods to reflect on teaching (Blog, Journal, Discussion Group) • Reviewing Lesson Plans that scaffold student discussions <p>Subject Teams: Create best practices on involving students to student discussion. Discuss how reflection can inform instruction</p> <p>Grade Teams: Align expectations for discussion with common core outcomes</p>
Feb	<p>Whole Staff:</p> <ul style="list-style-type: none"> • PD on open ended vs. specific questions (approach, strategies) • Video on “Flipped” classroom • Discussion of alternative learning environments <p>Subject Teams: Align appropriate answers to open/ended vs. specific questions. Share alternative learning environment techniques</p> <p>Grade Teams: Discuss which strategies work best for open ended questions</p>
March	<p>Whole Staff:</p> <ul style="list-style-type: none"> • What does good group work look like? • Differentiated instructions through interactive websites • Webquests, and using technology in your lessons <p>Subject Teams: find good resources online for interactive learning</p> <p>Grade Teams: Design Webquest template</p>
April	<p>Whole Staff:</p> <ul style="list-style-type: none"> • How to on fundraising and working with school partnerships • Classroom Management Video on Student Motivation • Review of lesson plan template and discussion of ways to improve it <p>Subject Teams: Implement 3 lessons that involve partners of the school.</p> <p>Grade Teams: Organize and align field trips with educational goals. Discuss any grade wide problems in behavior or motivation</p>
May	<p>Whole Staff:</p> <ul style="list-style-type: none"> • Workshop where do STEM and Common Core intersect? • Sharing Best Practices: How to use class feedback survey information to inform instruction <p>Subject Teams: Meet and align STEM with Common Core</p> <p>Grade Teams: Compare and Contrast Student Survey Information across curriculum</p>
June	<p>Whole Staff:</p> <ul style="list-style-type: none"> • Review outreach tools and data

- Review Reflection techniques
 - Share best practices on questioning techniques and align with data
- Subject Teams:** Review questioning language buzz words and decide which work the best
- Grade Teams:** Reflect on the year

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All federal, state and local funds are used to meet the needs of LoMA’s students through quality programming.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Aside from Regents exams, all of LoMA’s assessments are designed by its teachers individually or in curriculum teams.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) 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 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 308
School Name LOWER MANHATTAN ARTS ACADEMY		

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

Principal JOHN WENK	Assistant Principal YETTA GARFIELD
Coach type here	Coach type here
ESL Teacher AUDREY BEEGLE, ESL	Guidance Counselor FREDDA GORDON
Teacher/Subject Area JESSICA WATSON, ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator TRECE CORDERO
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	367	Total number of ELLs	17	ELLs as share of total student population (%)	4.63%
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Part II: 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										1	1	1	0	3
Push-In										2				2
Total	0	0	0	0	0	0	0	0	0	3	1	1	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	11

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3		1	4	2	1	11		7	18
Total	3	0	1	4	2	1	11	0	7	18

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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										7	2	1	1	11
Chinese										2	2	3		7
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	9	4	4	1	18

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	1	1		3
Advanced (A)										6	3	3	1	13
Total	0	0	0	0	0	0	0	0	0	7	4	4	1	16

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	7	1	5	1
Geometry	1	2	1	2
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	1			
Earth Science				
Living Environment	4	2		2
Physics				
Global History and Geography	4	2	1	2
US History and Government	3		1	
Foreign Language	1		1	
Other <u>GLOBAL RCT</u>	2		2	
Other <u>SCIENCE RC</u>	2		2	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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.
7 of our current ELLs have sat for NY State Regents Exams. Five ELLs passed all or the majority of their exams. Two ELLs did not pass any of their exams. Three ELLs opted to take their exams in their native language. The students who did not pass receive one on one tutoring for the exams they failed. These results are better than the results of the general population.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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. For each program, answer the following:
 - a. 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?

(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. ELLs are counseled and given the option to take the Regents exams in their native language if their literacy level in their native language is high enough. For students where this is the case, their scores are higher on exams taken in the native language than in English. This corresponds to the struggles our ELLs have with English vocabulary and to the scores for Reading modality on the NYSESLAT.

(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 if the ESL teacher and the ELLs feel it would serve them better. Our ELLs are performing well on the Regents, though some of our IEP ELLs are struggling to meet the requirements for a Regents diploma. This seems to be more of a learning disability issue than a language one. We will continue to support them through small group interventions targeting their writing deficiencies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
At the beginning of each school year, the ESL teacher meets with all content area teachers who will have ELLs in their classes. The ESL teacher discusses with them the ELLs' levels and modalities on the NYSESLAT. The ESL teacher meets with teachers to look at content area lessons and assessments for possible scaffolding and adaptations. For classes that are not co-taught by her, the ESL teacher is available throughout the year to assist content area teachers to aid in scaffolding and adaptations for ELLs.
7. 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?

N/A

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

We have seen NYSESLAT scores go up each year at LoMA. 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 LoMA's school-wide, cross-curricular reading and writing scaffolds, and 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, are helping our ELLs to reach their full potential in English.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

PART II

(1)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within ten days of intake in the school, the parent of any student determined to be an ELL is invited to the school for an orientation, DVD viewing, introduction to the data related to various ESL model's success, time to answer any questions they might have, and time to make their final decision regarding ESL services, as per the Parent Survey and Selection Form. If necessary, documents will be translated and an interpreter will be provided. Parents are called and letters are sent home. LoMA is a very small school and offers only the ESL model of ELL instruction. If parents indicate a preference for a Dual Language or Bilingual model, the parent is supported through the transfer process until the student is placed at an appropriate school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The school makes every effort to conduct the orientation and have the parent submit the Parent Survey and Selection Form on the

same day as intake of the new student. If this is not possible, the parents are invited to the school via phone and letters. Entitlement and continuation letters are sent home by the ESL teacher. Parent Survey and Program Selection forms are collected at the intake meeting with the parent, and securely stored in the main office. Continued entitlement or Transition letters are sent home as soon as the school receives NYSESLAT proficiency results indicating a student remains entitled/is no longer entitled to ESL services.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

The ELPC screen in ATS is updated within 20 days of student intake/placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

Administration of the exam is begun early to allow retesting in the case of absences. The school ensures that all the ELLs are administered each section of the exam within the time window set by NYS and any ELLs requiring modifications as per 504s and/or IEPs are provided with modifications. Students may take as long as they need to complete each section of the exam. The exams are kept in a secure location and administered as per NYS guidelines. If any ELL is absent, attempts are made to administer the sections the student missed within the timeframe allowed. For the past few years, LoMA has been able to administer all parts of the NYSESLAT to all ELLs with the exception of 2 long-term absent students.

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

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. Most parents choose to place students in our ESL program. In reality, LoMA rarely addresses issues of identifying ELLs and of parent choice because the majority of our ELLs were identified as ELLs in elementary or middle school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 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. All ELLs are grouped with the ESL teacher for 40 minutes of Advisory each day. In addition, all incoming 9th grade ELLs are placed in a Wilson Just Words intervention for the 9th grade year, to support encoding and decoding in English.
 - b) All classes are block and grouped heterogeneously.
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)?

All ELLs of all proficiency levels are placed with the ESL teacher for daily Advisory and Drop Everything And Read (DEAR), for a total of 40 minutes per school day, during which English and academic skills are explicitly taught. Additionally, the ESL teacher pushes in to academic classes containing ELLs of varying proficiencies, including ELA classes. Further, the ESL teacher pulls out Beginner and Intermediate level ELLs for an intensive ESL class 3 times a week (180 minutes). Incoming Beginner and Intermediate 9th grade ELLs are also placed in a Wilson intervention, to support encoding and decoding in English, which meets 4 days a week (180 minutes). All interventions combined, ELLs at LoMA receive well above than the mandated number of minutes of English instruction.

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. Reading and writing scaffolds are in place across curriculum to support ELLs in Common Core demands such as finding and citing evidence in writing and reading non-fiction informational texts.

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

As a small 9-12 school, it is rare that LoMA receives students who were not identified as ELLs by their middle or elementary school. 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

This issue depends on the length of time a student has been an ELL. We currently have 11 long-term ELLs, 7 of whom have IEPs. These students mainly score Proficient on Listening and Speaking and the modalities that need focus are Reading and Writing. Therefore, the ESL teacher as well as content area teachers require the use of school-wide close reading and essay-writing scaffolds, and students are frequently assessed on their progress in these modalities, at least twice per every 6 week period. Beginner and low-Intermediate ELLs are assigned personal Rosetta Stone programs, to reinforce Listening and Speaking while not in school (the ESL teacher monitors progress), as well as explicitly assessing Listening and Speaking in the ESL pull-out.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) All our ELLs are screened to see if they are SIFE. Currently at LoMA, we only have two students who are classified as SIFE. This is only the second time we have had SIFE students, therefore our SIFE policy at LoMA is evolving. The SIFE students are 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. One SIFE student is also in the ELA class and the Global class the ESL teacher pushes into. Both SIFE students receive an hour of a one-on-one Wilson intensive literacy/phonics intervention, to support encoding and decoding in English. LoMA has 3 full-time social workers on staff, and SIFE (as well as any other) students are referred to them or for outside counselling if the need arises.

We feel that SIFE students benefit from one-on-one meetings with teachers, and with the ESL teacher in particular. The SIFE students are encouraged to attend extended-day tutoring, and ESL teacher has met frequently with the students 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 3 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) Long-term ELLs are our largest group of ELLs. 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 (all are Advanced or Proficient in oral language as indicated by NYSESLAT scores). At LoMA, we have 11 long-term ELLs, and 7 of these students are classified as having

special needs. (One student is a Long Term Absence.) For the other 4 long-term learners, we continue to support these students through scaffolds, co-teaching, and tutoring to make academic reading and writing of English less abstract and more applicable to their lives. We have seen our numbers of long-term ELLs passing the NYSESLAT increase in recent years, and we believe this is due to our intense focus on reading and writing across the content areas and the consistent use of scaffolds by all LoMA teachers (not just ELA and ESL).

(e) Former ELLs remain with the ESL teacher in advisory for 40 minutes a day even after they have scored Proficient on the NYSESLAT. This way they can still receive the linguistic and academic support they need and the ESL teacher can advocate for them with their content area teachers. Continuing transitional support for ELLs is provided during class through the co-teaching model and in extended-day tutoring. After reaching the Proficient level on the NYSESLAT, former ELLs will still be given extended time on Regents exams for two years.

7. 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?

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).

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 also utilizes Wilson and Just Words programs to work intensively with ELLs and SWDs on encoding and decoding issues with English. Students are pulled out of a non-Regents course to take part in Wilson/Just Words. 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. Teachers also adapt assessments for ELLs (with the ESL teacher's guidance) and SWDs.

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

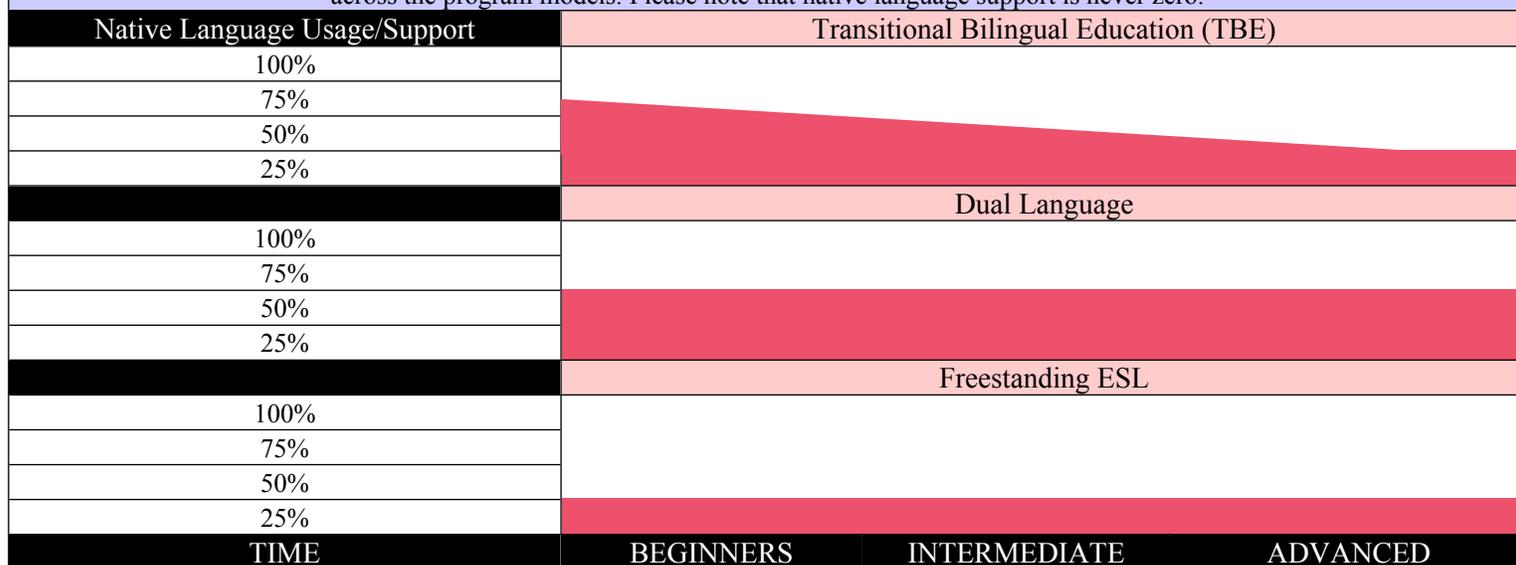
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.
- 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 are taught in English, with native language supports available to ELLs who need them. 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. All teachers aid the learning of ELLs using visuals, realia, graphic organizers, vocabulary, and specific focus on English language. Additionally, all incoming 9th grade Beginner and Intermediate ELLs are placed in Wilson interventions, to aid encoding and decoding in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have seen our numbers of ELLs scoring Proficient or achieving higher scores on the NYSESLAT exam rise each year. We have seen success in long-term ELLs scoring Proficient on the NYSESLAT. We attribute this success to several factors: 1, in-house development of reading and writing scaffolds and teacher-led professional development on the utilization of the scaffolds across content areas, including science and math, and 2, implementation of these scaffolds. 3, We have focused very closely on raising the level of literacy and writing of our long-term ELLs since these are the areas where they need intense support. Instead of pulling them out with lower-level ELLs, they are grouped with native English speaking peers in co-taught classes where teachers focus intensively on their literacy development. Intense focus on reading and writing raises levels of achievement in both language and content.
11. What new programs or improvements will be considered for the upcoming school year?
- Plans for the upcoming school year include giving more ELLs direct English small-group instruction, especially if we have ELLs 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 will continue the use of Wilson programs with all incoming 9th grade ELLs for intensive work in encoding and decoding, and has plans to pilot a literacy program to support students struggling with academic reading and writing.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 may be placed in Wilson interventions during this time, but it does not interrupt tutoring or after-school activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At LoMA, we only have an ESL model. Native-language support is provided by bilingual staff, peers, and bilingual dictionaries and glossaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
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.
18. What language electives are offered to ELLs?
Spanish is the only language elective currently offered at LoMA. ELLs are welcome to take Spanish as a foreign language.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - (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 Central.
 - (2) The ESL teacher has already attended several professional development workshops focused on the Common Core for ELLs. This year three workshops in Q-Tel training will focus on the Common Core. The ESL teacher continues to work closely with the 9th grade ELA teacher to design the 9th and 10th grade curricula, aligning it with the Common Core standards and differentiating it for ELLs. CFN 107 has been active in advising and guiding teachers with implementation of Common Core.
 - (3) 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.
 - (4) 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 and assessments. Teachers maintain records of their PD hours and records are stored with the payroll secretary.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Specific areas of parental involvement at LoMA include the Parent Association, volunteering in meetings, and other individual volunteering (sports, chaperoning, fund-raising, among others). Parents of ELLs are encouraged to be involved at 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.

E. 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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
JOHN WENK	Principal		11/15/13
YETTA GARFIELD	Assistant Principal		11/15/13
TRECE CORDERO	Parent Coordinator		11/15/13
AUDREY BEEGLE, ESL	ESL Teacher		11/15/13
	Parent		
JESSICA WATSON, ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
FREDDA GORDON	Guidance Counselor		11/15/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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 seven families have a need for Mandarin translations and eleven 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 with interpretation.

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. . 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.

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.