



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LOWER MANHATTAN COMMUNITY MS

DBN (i.e. 01M001): 02M896

Principal: KELLY MCGUIRE

Principal Email: KMCGUIRE@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: REX BOBBISH

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
Kelly McGuire	*Principal or Designee	
Maura Griffin	*UFT Chapter Leader or Designee	
Jolie Sanchez	*PA/PTA President or Designated Co-President	
Carol Rodriguez	DC 37 Representative, if applicable	
None	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Emma James	Member/ Parent	
Shino Tanikawa	Member/ Parent	
Dinine Signorello	Member/ Parent	
Cat Acevedo	Member/ Teacher	
Seth Kritzman	Member/ Teacher	
Riley Ayndow	Member/ Teacher	
	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)
	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.

By April, 2014, all teachers will demonstrate improved instructional proficiency by achieving at least 1 of 2 professional goals as measured by administrative observations evaluated through the Danielson Framework for Teaching.

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.

- Need determined through an analysis of student achievement data, including both State exams and school-based wellness data (demerits, discipline etc.) Several of our teachers are in their first 5 years of the profession and require ongoing coaching and classroom support. Our test scores have improved over the past year, but our school continues to need improvement on improving student performance.

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

- All teachers will be paired with a curriculum coach or mentor
- The school leadership will design a document, which identifies expectations for our school – both related to the core content and inclusive of our school wide expectations for classrooms and teachers
- Coaches will be assigned to observe every teacher 1x per week and follow up this observation with a 1:1 coaching conference
- School administrators will observe each teacher 4 times before January 1st
- In November, teachers will work with their coaches to identify a professional goal related to Danielson's framework
- In February, teachers will conduct an interim check in related to the progress they are making toward their goal
- Goals will be evaluated in June

1.

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

1. Curriculum Coaches
2. School administration
3. Administrative interns

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

1. Professional development plans and minutes
2. Surveys for faculty

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

1. Trio work to be initiated by September, 2013
2. 3 Trio visits to occur at interim periods in the year – November, January, and April
3. ADVANCE assessment system timeline dictating several key assessment events
4. Monthly “data snapshots” taken regarding overall teacher performance in each Danielson Domain and Component

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

1. Danielson focus team to meet twice per month
2. Departments meeting weekly
3. Early release day per month

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.

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 February 15th, 2014, all teachers will participate in at least two, trio peer feedback and evaluation events. Teachers will provide peer ratings as measured by the Danielson Framework for Teaching

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.

- Need determined through an analysis of student achievement data, including both State exams and school-based wellness data (demerits, discipline etc.) Several of our teachers are in their first 5 years of the profession and require ongoing coaching and classroom support. Our test scores have improved over the past year, but our school continues to need improvement on improving student performance.

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

- All teachers will be paired with a curriculum coach or mentor
- The school leadership will design a document, which identifies expectations for our school – both related to the core content and inclusive of our school wide expectations for classrooms and teachers
- Coaches will be assigned to observe every teacher 1x per week and follow up this observation with a 1:1 coaching conference
- School administrators will observe each teacher 4 times before January 1st
- In November, teachers will work with their coaches to identify a professional goal related to Danielson’s framework
- In February, teachers will conduct an interim check in related to the progress they are making toward their goal
- Goals will be evaluated in June

1.

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

- 4. Curriculum Coaches
- 5. School administration
- 1. Administrative interns

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

- 3. Professional development plans and minutes
- 1. Surveys for faculty

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

- 5. Trio work to be initiated by September, 2013
- 1. 3 Trio visits to occur at interim periods in the year – November, January, and April

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

- 4. Danielson focus team to meet twice per month
- 5. Departments meeting weekly
- 1. Early release day per month

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.

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 May, 2014, we will improve student reading and writing comprehension as measured by NYC Performance Assessments in English. Specifically, 80% of students will demonstrate that they are able to establish and maintain a position in writing.

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.

- Student achievement data as per Scantron assessment points to a greater number of students performing below grade level in ELA than than in math.
- As per teacher survey, a majority of teachers of courses other than English report that they need assistance with instruction in literacy.

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

- Literacy workshop series designed by school teacher leaders will begin in early September and run until January
- Small group literacy instruction will be facilitated by reading and writing teachers focusing on the lowest 3rd of students and students performing significantly below grade level.
- Intervention reading materials will be purchased for the whole school, including content –area reading materials, periodicals, etc.

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

- 1. Curriculum coaches
- 2. Administrative support
- 3. All teachers

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

- 1. NYC Performance assessments
- 2. Fountas and Pinnell Assessments for lowest readers
- 3.

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

- 1. Baseline assessments administered by Oct 1st, 2013
- 2. Interim assessments in mid January
- 3. Final assessments in late spring

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

1. Enrichment classes used for leveled groups
2. Special education department providing small, literature circles, as well as intensive programs like Wilson Reading

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).

- Celebrations of student work are conducted following the publishing of students' benchmark assessments – parents and families are invited for the reading and review of this work.
- Workshops for parents are held each marking period
- Parents are asked to review and sign student benchmark assessments
- Report cards are standards based and parents receive a copy of this report at parent teacher conferences.

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.

Reduce the number of demerits by 10% as measured by LMC system of demerits / discipline

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.

- Citywide measures of student perspectives on schooling include the collection of data through the Citywide School Learning Environment Survey
 - Indicators on the LES indicate that some students feel as though students at school do not respect each other
- Data from 2012-13 discipline system indicate that rough play and use of put-downs, including those related to race, gender, were apparent in pockets of the school

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. Initiate 8th grade mentoring program. Program curriculum to focus on emotional / social needs of 6th grade students
2. Host "mix it up week" a week during which students are encouraged to reach out to others they do not know well and reach across barriers
3. Workshop series for students, including disability awareness, culture awareness / building

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

1. School administration
2. School guidance department
3. SLT and PTA

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

1. Reduce the number of demerits related to put-downs, verbal altercations - Interim checks on data at the end of each month.
2. Increase the number of students who state that they are respected by their classmates as measured by a January 1st, 2014 Survey of Students
3. Increase the number of students who state that students from various backgrounds get along well at LMC as measured by a January 1st, 2014 Survey of Students

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

1. Mentoring program to begin in October and run through the year
2. Mix it up week to be held in October
3. Workshop series – start in October and continue in the winter

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

1. School advisory
2. Guidance department and curriculum
3. FSF to support per session for mentoring staffing and payment for workshop facilitators

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).

1. Mix it up week will be shared with families and families will be encouraged to come to LMC to help support activities
 2. Mix it up week readings will be shared with students and families
 3. Promotion, including posters, etc. will be printed to support Mix it up Week
- PTA will consult on selection of workshop facilitators and program

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 #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.

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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	<ul style="list-style-type: none"> - guided reading – small group instruction - during school / after school - Great Leaps – 1:1 instruction - during school / after school Rewards – small group instruction during school / after school	Small Group	During the school day, including enrichment, our version of 37.5 minute tutoring embedded in the school day.
Mathematics	<ul style="list-style-type: none"> - Key to math – 1:1 and online learning – after school / during school Guided mathematics – after school	Small Group	During the school day, including enrichment, our version of 37.5 minute tutoring embedded in the school day.
Science	Repeated directions, use of technology resources, small group work	In-class, small group work	In class, school day
Social Studies	Push in support from ICT teacher, use of visual supports, targeted instruction	In-class, some small group work	In class, school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling. Additional curriculum provided through advisory curriculum	Individual and small group	School day

**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 *TA 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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.).

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.

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

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;
- Providing school-specific workshops and resources, including information regarding the process for: 1) Student led conferences; 2) our online grading program; 3) Parent workshops on a variety of topics

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, including curriculum specific events (National Day of Writing, Arts Symposiums, Family Math Night, Science Fair, and Talent Shows);
- 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 2	Borough Manhattan	School Number 896
School Name Lower Manhattan Community Middle School		

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 Kelly McGuire	Assistant Principal Benjamin Geballe
Coach type here	Coach type here
ESL Teacher Cesarlina Aviles	Guidance Counselor type here
Teacher/Subject Area type here	Parent Emma James
Teacher/Subject Area type here	Parent Coordinator Cynthia Savino
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	2
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	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	353	Total number of ELLs	37	ELLs as share of total student population (%)	10.48%
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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														
Push-In							6	4	2					12
Pull-out							2	4	1					7
Total	0	0	0	0	0	0	8	8	3	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	12
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	5

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	11	0	3	21	2	4	5	0	5	37
Total	11	0	3	21	2	4	5	0	5	37

Number of ELLs who have an alternate placement paraprofessional: 0

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									1					1
Chinese							21	9	2					32
Russian								1						1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	21	11	5	0	0	0	0	37

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)							1	3	0					4

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)							2	3	1					6
Advanced (A)							18	5	4					27
Total	0	0	0	0	0	0	21	11	5	0	0	0	0	37

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	6	11	3	1	21
7	7	3	0	0	10
8	3	1	0	0	4
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	8		7		3		3		21
7	1		9		1		0		11
8	2		1		1		0		4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		22		7		34
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

The school uses Fountas and Pinnell to assess the early literacy of all ELLs. In addition, "just right book" assessment is used during a 1-on-1 conferencing. The ELLs' reading level and their corresponding NYSESLAT-Reading/Writing results are also taken into consideration since these would guide the school's appropriate instructional planning and strategies, reading materials and interventions. The school also uses Performance Series, a computer-adaptive test, to initially identify the reading proficiency level of ELLs and native English speakers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that seventy-three percent of the ELLs are in Advanced level across 6th, 7th and 8th grades. Majority of them has been in ESL program for more than three years. Those ELLs who are still at Beginner and Intermediate levels have been in the ESL program for three years and below.
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](#))

Paste response to question here:

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?
 - 4a. All ELLs took NYS tests in English. In the recent NYS Common Core tests, 15% of the ELLs achieved Level 3/4 in ELA and 22% achieved Level 3/4 in Mathematics.
 - 4b. The result of the ELL Periodic Assessment is being shared among content teachers of ELLs. The data will help the ESL and content teachers in determining appropriate instructional planning and strategies to be used in the class where ELLs are mainstreamed

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?
The student's second language development is always considered in instructional decisions. Different strategies are used during classroom instructions such as scaffolding, modeling, think-pair share to develop speaking and listening skills, and guiding ELLs in choosing appropriate leveled books to read. Students have access to computers for online translations between L1 and L2, glossaries for Math and Science in their L1.

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.).
The school evaluates the success of the Free Standing ESL program by looking into the ELLs' grades, progress reports, and NYS test results. All teachers can access ELLs' online progress report. The corresponding grade in the progress report corresponds to Core Curriculum learning standard. The progress report helps the ESL teacher to plan appropriate strategies ELLs can use to attain success in class. If ELLs' NYSESLAT test result shows significant progress, then the ESL program offered is successful.

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](#).)
Lower Manhattan Community MS is using the NYS LEP identification process to initially identify a newly admit to New York City Public School system who possibly be an ELL. During student's registration, a Home Language Information Survey (HLIS) is given to the parent/guardian of the student. HLIS has to be completed by the parent/guardian, with a pedagogue - a certified teacher, and with additional support from a school-based staff who speaks the same language of the parent/guardian or over-the-phone translation to ensure that the HLIS is accurately completed. An informal interview with the student will follow to determine if the student speaks another language other than English. If the student has LEP, the ESL teacher or the test coordinator will administer NYSITELL (old LAB-R) within 10 days of admission for the purpose of identifying the student's level of English proficiency.
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.
Orientation will be given to the parents of newly enrolled ELLs in NYCPS system. This orientation will be given after the NYSITELL (old LAB-R) is administered. The ESL teacher/coordinator, Parent Coordinator and/or Assistant Principal will be around during the meeting. During the orientation, the parents will have a chance to watch the video discussing the different programs for ELLs: Transitional/Bilingual, Dual Language, and ESL. The ESL teacher if necessary will give additional explanations regarding the video. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS.
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 [\[see tool kit\]](#).)
An Entitlement Letter will be sent out to the parent/guardian of the new ELL student. The letter includes the date and time for the ELLs' parent orientation meeting. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS. If the parents need more time to decide which program would be best for their child, they may bring the Program Selection form and must return the form to the school, or the ESL teacher will make a follow-up on this matter.
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.
LMC is only offering Free-Standing ESL program. The ESL coordinator/teacher will describe the program during the ELLs parent orientation: the pull-out/push-in method, the ESL teaching strategies, as well as the corresponding number of hours the student will receive under the ESL program depending on the student's English proficiency level as mandated by the NYS. The Parent Coordinator will assist the parents to find another school if they will decide that Free-Sanding ESL program is not suitable for their child.
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.
An advance test administration planning is in place. An orientation for NYSESLAT administration will be given by the Testing Coordinator to the teachers responsible for each testing modality: Speaking, Listening, Reading and Writing. All teachers will be informed about the test dates and the corresponding students to be pulled out during the test administration. Each Speaking, Listening, Reading and Writing tests will be given on separate days. Conducive rooms for testing will be set aside for 6th and 7th/8th ELLs. A make-up test will be given if necessary within the testing dates.
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. 

As a middle school, the current ELLs have been in ESL program since they were still in the elementary. For the past five years, only about two new ELLs enrolled and their parents had chosen Free-Standing ESL program. There were no parents who requested for an ELL program other than Free-Standing ESL.

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])?

1a/b. LMC offers Free-Standing ESL program. ELL students are placed in ICT or general education setting. The school is adopting push-in/pull-out method. Push-in instructional model is delivered to promote collaboration and decrease instructional time loss. Pull-out model is only used for ELLs who need individualized or small class instruction. The pull-out method focuses on ELLs whose reading level is at least three years behind their grade level. It aims to help the ELLs improve their reading level, master comprehension skills, develop vocabulary and improve writing skill. ELLs are heterogeneously placed across grade level.
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)?

ESL students are heterogeneously mainstreamed into a general education and ICT classes. All students receive combined 12 instructional periods for ELA (360 minutes) and Social Studies (180 minutes) per week. In addition, 90-minute Reading Enrichment program is added across school curriculum. The ESL teacher delivers a combined total of 180 minutes ESL support through push-in/pull out per grade level.

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.

English is the medium of instruction throughout content areas. LMCMS is adopting the Sheltered English Immersion instructional approach, which is used to make academic instruction in English comprehensible to ELL students. Sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of various content in classroom discussion, activities, and reading and writing. Furthermore, teachers use physical activities, visual aids, and the environment to teach vocabulary for the concept development in mathematics, science, social studies, and other subjects. To further support the ELLs, differentiated instructions with appropriate graphic organizers, activities involving scaffolding, glossary, and use of computer and online resources are also applied.

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

To ensure that ELLs are appropriately evaluated in their native language, ELLs will take NYS Mathematics and Science tests written in student's L1. If a test is not available in the student's L1, the school will hire an interpreter of that language, and orally translate the written test to the students. Throughout the academic year, glossaries, bilingual dictionaries and online language translation will be available for the ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The school's Literacy program helps students conceptualize, create, write, edit, and illustrate creative pieces. To help ELLs achieve success, content area teachers and the ESL teacher work collaboratively to ensure that a meaningful instructional strategies are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smartboard and online resources are given importance to enrich language development within the lesson. ELLs are appropriately evaluated of four modalities of English acquisition throughout the year through their reading response journal (RRJ), quick write, exit slips, essays, classroom participation or small group discussion while developing good listening skill is embedded in every classroom activity.

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).

All former-ELLs and current ELLs [SIFE, Newcomers, ELLs receiving 4-6 years, and long-term] receive support services such as academic intervention, homework help or tutoring, reading and writing skills enrichment. Throughout academic classes, differentiating instruction includes the following: instructions are written and verbal; peer explains the directions as well; give language supports such as sentence starters; create small groups for targeted instruction; some acting/role playing; visuals with simple text; sometimes (infrequent) translation; strategic partnerships, one-on-one support and the use of several visual cues and audio/graphic texts to support more language dependent texts; shared text is available in the native language; strategies are modeled for students with visual aids when needed and think-aloud; the student works in a smaller group to insure peer interaction; explicit teaching; a second teacher works with the smaller group to practice the skills taught; graphic organizers and extended time are given to practice strategies taught.

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?

Teachers utilize a variety of instructional materials and technology to best meet the needs of the ELL-SWD population. Different

genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. ESL utilizes series of Grammar books, Real life stories books and picture books, as well as Internet resources, which add visual support to better understand the concept. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language. ELL-SWD whose reading equivalent is at least three years below their grade level are assigned to read an online reading program. This online reading program contains fiction and non-fiction texts, which involves listening and reading activities and checks comprehension skills. It has visuals to support the text that would accelerate English language development.

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?

ESL, Special Education and Speech teachers with the Guidance Counselors share schedule flexibility in serving ELL-SWD. Every service provider of ELL-SWD uses the information from SESIS and collaborates to provide appropriate instructional activities that would lead to achieve ELL-SWD IEP goals and attain English proficiency at the same time.

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:	N/A		
Social Studies:	English		
Math:	English		
Science:	English		
Physical Education	English		
Arts	English		

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

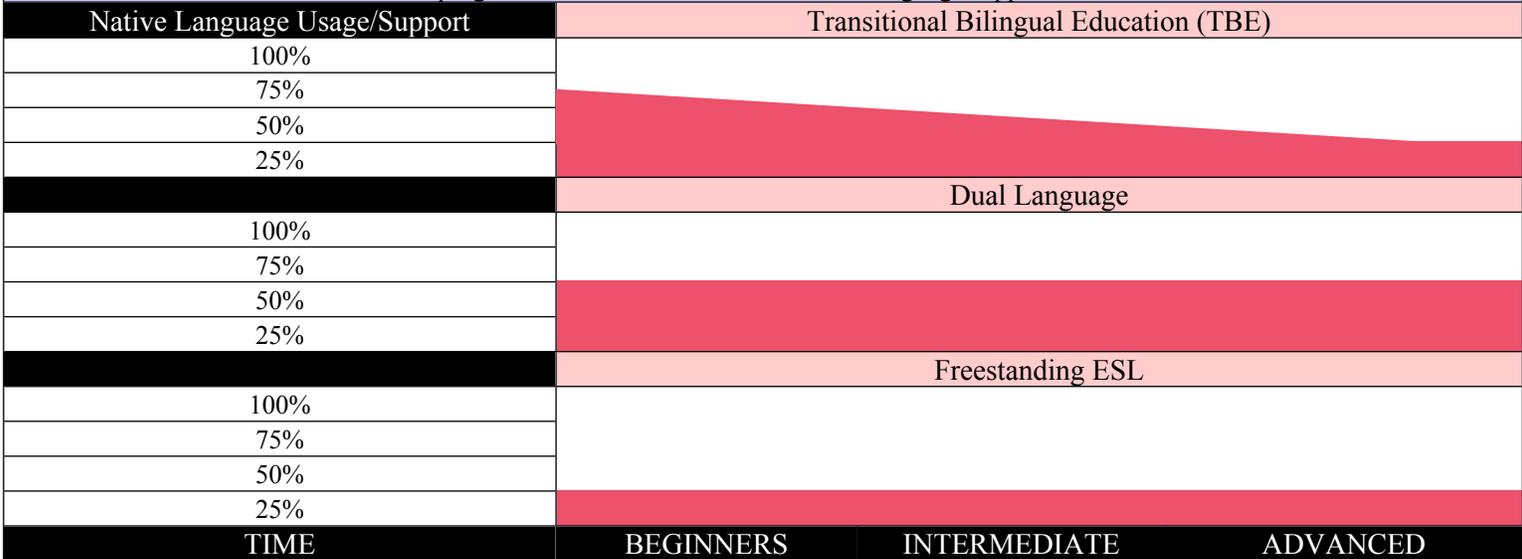
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

The school thinks deeply about the needs of our students and create groups that need-explicit instruction based on assessments. Informal assessments can be done through oral discussion and written pieces like are exit tickets that reveal students academic needs. A targeted-reading intervention program is given to Beginner ELLs/ELL-SWD. The intervention, which uses fiction and non-fiction texts, focuses on developing comprehension skills of the ELLs and the ESL teacher uses appropriate ESL strategies in delivering the intervention.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Every ELL shows at least a minimum annual academic progress. The annual NYS test results of ELLs in Math, ELA and NYSESLAT shows a minimum to significant increase of scores. At least twenty-five percent of ELLs reached language proficiency level (tested from NYSESLAT) every end of the academic year. This shows that the ESL program offered is effective and is meeting the content and academic language needs of ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

More academic and language support materials and online programs will be implemented that fully support growing the ESL program to meet the needs of ELLs.

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

N/A

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

The school offers different after-schools programs in sports, arts, music, dance, photography, cooking, Math Team and Newspaper Club. All students are invited and encouraged to participate in the after-school program of their choice. The parents receive information about the after-school programs through flyers, emails and letters. Academic and non-academic after-school programs help ELLs develop language skills through speaking and listening with other native English speakers. ELLs listening skill is developed by following directions given in every activity. After-school programs help ELLs in developing English language four modalities; listening, speaking, reading and writing.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Classroom teachers uses Mac computer Smart-boards and document projector. Smart board provides visual aids and enhances auditory skills. Mac computers or I-Pads are provided depending on the class projects students are working on. During reading intervention for Beginner ELLs, computer will be provided to access the web-based reading program.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

For ESL program, bilingual glossaries for Science and Math vocabulary words and bilingual dictionaries are provided in each class. Online translation of sentences or group of words is used to support ELLs understanding of the concept presented. Teachers also create classroom materials by incorporating visual cues.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Instructional materials and supplementary fiction and non-fiction texts are carefully selected to correspond to ELL's ages and grade levels and English proficiency.

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.

The school has a mentor-mentee program called LMC Matadors and Buddy System. The LMC Matadors assigns 8th grade students to be a mentor of three 6th graders. They talk about topics on diversity. This LMC Matadors help new 6th graders, ELLs and non-ELLs adapt to a school community where they share ideas or opinions on certain topics. For an incoming 7th grade ELL, a buddy system will take place where the new ELL be paired with students who may speaks the same language and may share few interest with the new ELL

18. What language electives are offered to ELLs?

N/A

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.

The ESL teacher identifies all ELLs (current ELLs and ELL-SWD) prior to the first day of academic year. ELL data will be collected from ATS such as NYSESLAT proficiency and NYS ELA score levels. These data will be shared to all teachers at the beginning of the year as awareness of the ELL population. Each department meets once a week to discuss CCLS, collaborate, share different strategies and may discuss current educational research that students, ELLs or non-ELLs might benefit.

The 8th grade teachers always use instructional and reading materials that align the CCLS that would prepare 8th grade ELLs for high school setting. The Guidance counselor and the ESL teacher support the 8th grade ELLs as they transition from middle school to high school by guiding them in identifying appropriate high school. The Guidance Counselor always welcomes the parents of the ELLs to come and talk about high school admission/application.

The ESL teacher had participated QTEL-Basic and Content Areas (Math and Social Studies) trainings. Recently, she successfully completed 10-hours of professional development in Language Diversity and Literacy Development: Supporting ELLs to Access Complex Texts. All teachers are always encouraged to attend professional development for ELLs and ELL-SWD offered through the Office of English Language Learners.

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?

The school has many activities that involve parents' participation. These include Meet the Teacher Night/potluck, parent teacher conferences, Math Night, and Talent Show, and more. The Parent Coordinator and Community Coordinator take charge of sending home newsletters in multiple languages. Translators (Cantonese, Mandarin, Spanish) are also available during parent-teacher conference. The Community Coordinator, who is Mandarin and Cantonese proficient, assists parents on school-related questions throughout the school year, like middle school tours, high school application, and after-school programs. The PTA also plays a big role in involving parents of ELLs and non-ELLs on school activities

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.

Paste response to question here:

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **896** School Name: **Lower Manhattan Community Middle Sc**

Cluster: **01** Network: **101**

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.

The school ensures that all parents receive school information in the language of their choice. The Parent Coordinator and the Pupil Accounting Secretary maintain a home language identification survey (HLIS) data, which shows parents' language preference in all oral and written communication. This information is continually updated throughout the year. HLIS is used to assess written translation and oral interpretation needs. LMC provides all official written/electronic correspondence and telephone messages in English, Spanish and Chinese. In addition, Chinese and Spanish speaking staffs are always available to assist parents who come to school for specific purpose.

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.

The HLIS (ATS) serves as guide in finding parents' written translation and oral interpretation needs. The office staff is always aware of the language need of the parents of our ELLs/non-ELLs.

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.

LMC provides English, Chinese and Spanish translation of all documents and communication sent home to families. The Translation and Interpretation Unit or in-house staffs provide Spanish/Chinese translations of all written communication or documents to be sent home with the student. If the TIU Unit/school staff is unable to provide required translation into one or more covered languages under NYCDOE, a cover letter on the English document will be provided, indicating how a parent can request free translation or interpretation of such document.

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.

The school provides Spanish, Cantonese and Mandarin translators. A school staff may provide Spanish translation and the Community Coordinator may provide for Mandarin/Cantonese translation. The school may request from a DOE vendors or outside contractors for more language translators as needed especially during PTC.

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>.

The school and the PTA inform the parents that translation services are available every PTC, IEP or any other meetings. All parents are notified annually of their rights regarding translation and interpretation services.