

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

02M308

School Name:

LOWER MANHATTAN ARTS ACADEMY

Principal:

JOHN WENK

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02m308
School Type: Public Grades Served: 9-12
School Address: 350 Grand St., New York, NY, 10002
Phone Number: 212-505-0143 Fax: 212-674-8021
School Contact Person: John Wenk Email Address: jwenk@schools.nyc.gov
Principal: John Wenk
UFT Chapter Leader: Tom Riccobono
Parents' Association President: Paulette Chandler and Wanda Moraldo
SLT Chairperson: Tom Riccobono
Student Representative(s): Graceson Abreu, Felix Hernandez

District Information

District: 2 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave. New York, NY
Superintendent's Email Address: mbradbury@schools.nyc.gov
Phone Number: 212 3567563 Fax: 212 3567514

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 107 Network Leader: Nancy Scala

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Wenk	*Principal or Designee	
Tom Riccobono	*UFT Chapter Leader or Designee	
Paulette Chandler Wanda Moraldo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Graceson Abreu Felix Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carolyn Maxwell	Member/Parent	
Sharon Powell	Member/Parent	
Ramona Fraser	Member/ Parent	
Ludmilla Louisdhon	Member/Teacher	
Melissa Terrana	Member/Teacher	
Cynthia Kitt	Member/Parent	
	Member/Student	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our Mission

LoMA is a school that cares.

Because we care, we are devoted to the academic, social and artistic development of our diverse family of learners.

Our goals are to awaken a questioning spirit, foster creative expression and prepare students for college.

We believe that through hard work, perseverance and enthusiasm every graduate will become a life-long learner and responsible citizen of the world.

Because the Lower Manhattan Arts Academy (LoMA) is a small, supportive arts school that cares, every aspect of LoMA's design, structure and practice supports its students' intellectual, emotional and cultural development with the ultimate goal of seeing that they get into and succeed in a four-year college. Last year we were named one of the New York Post's "top forty schools," and we have a history of scoring a high A on most of our progress reports. While these accolades are nice, what really matters is that our students report that our school feels like a family, they are succeeding academically and artistically, and virtually all of our graduates attend college.

As an academic school focused on college prep, we see 95% of our graduates accepted into college every year. More importantly, those proud graduates they tell us that they feel more prepared for success than their peers because of how we prepared them. LoMA has high graduation requirements than other New York City schools: four years of math, science, and advisory, mandatory extracurricular activities, internship and arts classes. We know what colleges require and we push our students to meet those requirements.

As an arts school, the visual and performing arts are integral to every student's day in three ways. First, students have opportunities to work with visual and performing artists during academic classes to create high quality, standards-based performances of learning. Second, each student also has the opportunity to specialize in a particular art: visual, music, dance or drama. This has led to performances of a student-written play at the Imperial Theatre on Broadway, a student-choreographed dance performed with American Ballet Theatre at the Metropolitan Opera House and a musical performance at Carnegie Hall. Finally, LoMA has partnerships with many Lower East Side arts organizations so that every student takes part in an extended day program at least twice a week. This integration of the arts into every student's day helps to build our students' cultural, social and academic capital so that they will become successful, thoughtful and contributing members of their communities.

As a neighborhood school of the diverse Lower East Side, one of LoMA's greatest strengths is its connections to community-based organizations. LoMA has developed partnerships with the following organizations and universities: Henry Street Settlement, New York Theatre Workshop, Educational Alliance, Learning through an Extended Arts Program (LEAP), St. Luke's Orchestra, The Door, John Jay College and New York University.

Keeping the size of our school community to about 400 students makes LoMA feel like a family. Yet small size is not enough to guarantee that each student will buy-in to the culture of a school that expects success from all of its members. Student government, five school-wide performances a year, monthly school trips and many planned social events are essential components for creating a sense of community. Some of these events are our annual Thanksgiving Family Feast, Rooftop Party and Multicultural Foodfest.

We have a variety of specific programs to support our high-need students. To provide social and emotional support for our students, we have four full time and three part time counselors, one of the lowest counselor-to-

student ratios in the city. To meet the needs of high and low achieving students we use a collaborative team teaching model so that nearly half of our classes are team-taught. Through our partnership with New York University, we have tutors and student teachers to provide more individualized instruction and nearly half of our seniors take college classes each year there and at John Jay and LaGuardia colleges. All of our students also receive academic guidance support through daily, twenty-minute advisory classes and a twenty-minute reading period with a class size of fewer than fifteen students and our very popular tutoring program. Daily case management meetings attended by administration, guidance and teaching staff proactively assess student progress so that emerging at-risk students can be targeted for further academic intervention services while high achieving students also get the attention that they deserve to remain challenged in all of their classes.

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 the LoMA Theatre Ensemble, NY Cares volunteer group, swimming, leadership programs, yoga, Ultimate Frisbee, and academic clubs. Varsity PSAL tennis, volleyball, basketball, handball, soccer and bowling teams are also available. Every senior takes part in extensive internships with organizations such as the Abrons Arts Center, The Public Theater and Harlem Hospital.

With LoMA's small student population, high faculty to student ratio, rigorous standards, nurturing environment, arts-infused lessons and focused student-centered teaching methodologies, we know that our students will be successful. You can find evidence of this success and more on our school website, lomanyc.net, under the statistics link.

After slipping from four years with a high "A" on our school progress report, LoMA slipped to a high "C" in 2012-2013. Much of this was due to a change in metrics and a higher peer group as our raw data was largely unchanged with one significant exception. Over the past few years the number of students being left back due to low credit accumulation had been growing. LoMA's staff refocused on increasing pass rates without lowering standards and providing additional supports to students who had been left back through the efforts of a "9-05" Focus Group. This group found success with all but five of the repeater ninth graders progressing to tenth grade. The fail rate the other students also dropped by 35%.

This year we need to continue to build on this success, with a particular focus on ensuring that the former "9-05" students find success in tenth grade. To this end, our academic goal for the year will be to improve student engagement. As students need to be present to be engaged, we are also aiming to lower our suspension rate by 20% while maintaining our high level of discipline. To raise attendance rates, we will be focusing the resources of a new \$20,000 Start It Attendance Grant on supporting incoming students with a history of absenteeism.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A review of data in ADVANCE found that, for the most part, our classes are well-behaved and doing their the work. Yet this is not the same this as being intellectually engaged in rigorous work. Last year’s retreat indicated that there was not enough student engagement and student initiated inquiry. On the Danielson rating strand 3C, too many of our teachers were scoring at the developing and effective level on this. Our school believes that students learn best when they are engaged in meaningful activities and tasks that push their inquiry. Students who are engaged are more likely to ask more critical questions, learn from each other, and begin to collect the tools necessary to master the new Common Core Standards and assessments and would prepare students for College and Careers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the academic year, every teacher will get at least one rating of highly effective in 3c (Student Engagement) of their Danielson rating in ADVANCE.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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 engagement. Feedback for Domain 1 would be given after reviewing lesson plans with suggestions about how to incorporate strategies to enhance engagement 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	All teachers	September-June	The principal and assistant principal

participants in meaningful discussion with their colleagues.			
The general plan for the year's professional development is that each month will focus on one of the strategies below. The first Monday will be a sharing of best practices; the second Monday will give teacher teams time to lesson study a lesson or unit incorporating the strategy and the fourth Monday will look at artifacts from the lesson/unit after it has been taught. The third Monday meetings will often be a vacation day or different topic. All meetings topics are posted on the PD calendar on school website	All teachers	September-June	The principal and assistant principal
The following teaching strategies will be supported through professional development 1. How to require complex thinking in all activities and tasks 2. Accountable Talk 3. Writing and Thinking 4. Project-Based Learning 5. Socratic Seminars 6. Student choice 7. Student reflection	All teachers	September-June	The principal and assistant principal
The mid-winter retreat, the staff will evaluate the effectiveness of the professional development plan and make changes as needed.	All teachers	January	All teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The extended professional development time will focus on the four elements of how student engagement is made encouraged and made visible.
Teacher teams will be paid per session from tax levy funds to meet as teams to develop lessons and units that meet this goal
Title I funds will be used to pay for food for the retreat.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
<u>At the mid-year Professional Pedagogic Goals Conferences in February, administration will meet individually with each teacher to discuss his or her progress in this area when it is expected that 2/3 of the staff will have met at least one rating of highly developed in student engagement (3E). Administration will strategize with teachers who have not yet met this benchmark so that they will b the end of the year.</u>

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In 2012-2013, according to OORS data, our rate of principal suspensions dropped 20%, while 95% of our school community continued to report feeling safe in the school. In fact, we have had only two fights in the school in the last two years. Last year, however, our suspension rate leveled off again at the same rate as 2012-2013. We feel that we could do better, particularly in regards to “pink slip” principal suspensions for repeated low-level violations.

Our school has four counselors and two NYU social work interns who can play a role in this through a greater focus on early intervention, mediation and crisis counseling.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our principal suspension rate will drop by 20% by the end of the academic year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Increase training for social worker interns focused on crisis intervention, mediation and early intervention.	NYU social worker interns	Early August with follow up training as necessary.	School social worker
Teachers will be trained in alternatives to pink slips for minor infractions.	All teachers	September PD with follow up training as necessary	Principal and school social worker

Counselors will call in parents of students who are “red flagged” for repeated minor violations before they escalate to suspensions	Parents	All year	Guidance Counselor and PC
The special education liaison will be given more time to ensure appropriate writing of IEPs, develop BIPs and work with teachers on differentiation in order to recognize and raise the frustration threshold of students with special needs.	Special Education Liaison and all teachers	Late August till June	Principal, special education liaison

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Comp time for special education liaison, Professional Development time for teachers and interns, per session time for school social worker

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

At the end of the fall semester, suspension rates should be 20% less than they were the in February 2014.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to our most recent Quality Review and the school survey, a strength of LoMA has been the collaborative culture of our school where 90% of the teachers report having high trust in one another and nearly every teacher team-teaches at least a part of his or her schedule. Yet, based on conversations at last year’s retreat, this collaboration could be more systematized through a formal process of “lesson study” which would entail the joint writing of lesson plans, intervisitation and looking at student work. Our work so far in this area was signaled out for a commendation on our last quality review.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the year teachers will have developed at least five new teaching methodologies through a form of “lesson study.” Possible methodologies include: project-based learning, thinking through writing, differentiation, Socratic Seminar, fine-tuning rubrics and formative assessment.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
During the extended professional development block on Monday, teachers will develop methodologies to support our instructional goal of increasing student engagement. During the roughly first Monday of the week, they will study what the method can do, the next two weeks they will work in teams to develop a lesson plan (or plans) that use the methodology. The last Monday of the month they will share and analyze student work from the lesson to celebrate successes and discuss improvements.	Teachers	The first Monday in October to May	Principal and Asst. Principal
The development, implementation and analysis of the lesson plans will focus on prioritizing critical thinking questions and differentiation for both struggling and advanced students.	Teachers	The first Monday in October to	Principal and Asst. Principal

		May	
The methods to be lesson studied include: project-based learning, Socratic Seminars, use of rubrics, thinking and writing and formative assessment.	Teachers	The first Monday in October to May	Principal and Asst. Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Most of this plan will be implemented during the regularly allotted PD time, but if teachers need additional time, funding for per session can be provided.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

At the mid-year retreat in January staff will evaluate the progress made towards this goal. It is expected that teachers will have lesson studied three new or improved methods by February 1.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our most recent quality review rated us as highly effective in the area of school culture, particularly in regards to socio-emotional supports that drive student achievement. These findings are further supported by our SES that showed that:

- 100% of teachers report that they receive regular and helpful feedback on their teaching.
- 94% of parents report that there is an adult whom my child trusts and can go to for help with a problem.

Yet only 66% of the students report that the adults of the school care for them. As our motto is LoMA Cares, we expect that we can do better than that. We run a wide variety of extracurricular activities, have over a third of the school present after hours for tutoring, host special events so often they start to seem less special and produce about a half dozen major shows a week. Yet about a third of our students still don’t feel we care sufficiently. In order to fix this, we need to first understand what they mean by this.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Each month the principal will have a lunchtime meeting with a group of representative students to better understand their feelings and thoughts about LoMA. By the end of the year he will have met with about a third of the student population in small group meetings and prepare a report for the school community of his findings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Using ethnographic research methodologies centered on understanding the “lived experiences” of subjects, the principal will host these focus groups in his office monthly. Students will self-select, but be encouraged through the offering of pizza.	Each month will focus on a different grade through	December, 2014-June, 2015	Principal and Advisors

	advisory. A review of the selected students grades will determine if there is any self-selection bias. If so, more focused recruitment will be conducted.		
A report by the principal will be made through the Principal's Weekly and posted on the school's website.	Written by principal for the entire school community	June, 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
\$300 for pizza

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Part 6b. Complete in February 2015.				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

While our attendance rate improved 1.5% last year, at 86.5%, too many students were still failing classes due to poor attendance. We have seen the attendance gains another school on the campus attained through a partnership with Henry Street Settlement and would like to adopt and adapt their program starting with our incoming freshmen class.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The target group would improve attendance by 5% raising freshman attendance overall by 2% by the end of the year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Attain an attendance improvement grant from the DOE for \$20,000	Incoming freshmen with more than 20 absences in eighth grade.	June 2013	Attendance coordinator
Through Henry Street Settlement, hire a social worker who will meet with all students at least once a week to diagnose reasons for absences and strategize for success. These strategies would be individually tailored to the needs of each students and his or her family.	Incoming freshmen with more than 20 absences in eighth grade.	August till June	Attendance coordinator

Incentives such as trips, movie passes and gifts would go to students; they would also be recognized during the six Academic Achievement Award Assemblies.	Incoming freshmen with more than 20 absences in eighth grade.	August till June	Attendance coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The grant, now in place, will cover the expense of the social worker and school based supervision. \$1000 would be needed for incentives.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
The target group will improve attendance by 5% raising freshman attendance overall by 2% by February, 2015.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Results on the Reading Horizons diagnostic reading test given to all ninth grade students.	Reading Horizons reading program	Small group instruction	During freshman science class
Mathematics	8 th grade NYS test scores, school written diagnostic exam, Teacher evaluation, Parent input	4 semester algebra	Team teaching	During the school day
Science	Regents Grades	Intensive test prep	One on one and small group tutoring for all seniors who still need to pass Regents to graduate.	During the school day and after school.
Social Studies	Regents Grades	Intensive test prep	One on one and small group tutoring for all seniors who still need to pass Regents to graduate.	During the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Multiple pink slips	Counseling	Small group and individual	During the school day and after school.

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

All new staff are interviewed by committees of teachers and counselors and conduct model lessons. The decision is always based on consensus.

Retention has not been a problem, except for a couple of retirements; all of LoMA’s found staff are still on staff ten years later. We tend to lose about two staff a year – mostly to maternity.

The entire staff meet upstate twice a year to plan for school policy ad professional development.

2b. 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).

During the extended professional development block on Monday, teachers will develop methodologies to support our instructional goal of increasing student engagement so that students will have success on the CCSS. During the roughly first Monday of the week, they will study what the method can do, the next two weeks they will work in teams to develop a lesson plan (or plans) that use the methodology. The last Monday of the month they will share and analyze student work form the lesson to celebrate successes and discuss improvements. This analysis will entail a particular focus on the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

All tactical decisions regarding appropriate multiple assessment measures and professional development at LoMA are made through weekly open cabinet meetings attended by the entire staff. Strategic decisions are made at twice a year upstate retreats. A veteran teacher coordinates all PD.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the 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 the school and the families. The 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 the school community. **Lower Manhattan Arts Academy** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

Lower Manhattan Arts Academy, 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3		1	4	2	1	11		7	18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	1	4	2	1	11	0	7	18
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										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	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
Intermediate(I)										1	1	1		3
Advanced (A)										6	3	3	1	13
Total	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/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 NYSELAT exam. The sample size (our ELL population) was too small to identify correlations between instruction and student improvement. We did notice that many of our ELLs scored proficient on the Listening and Speaking sections and that 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 [AMAOC tool](#))
We will continue to use NYESLAT 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. [i](#)

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

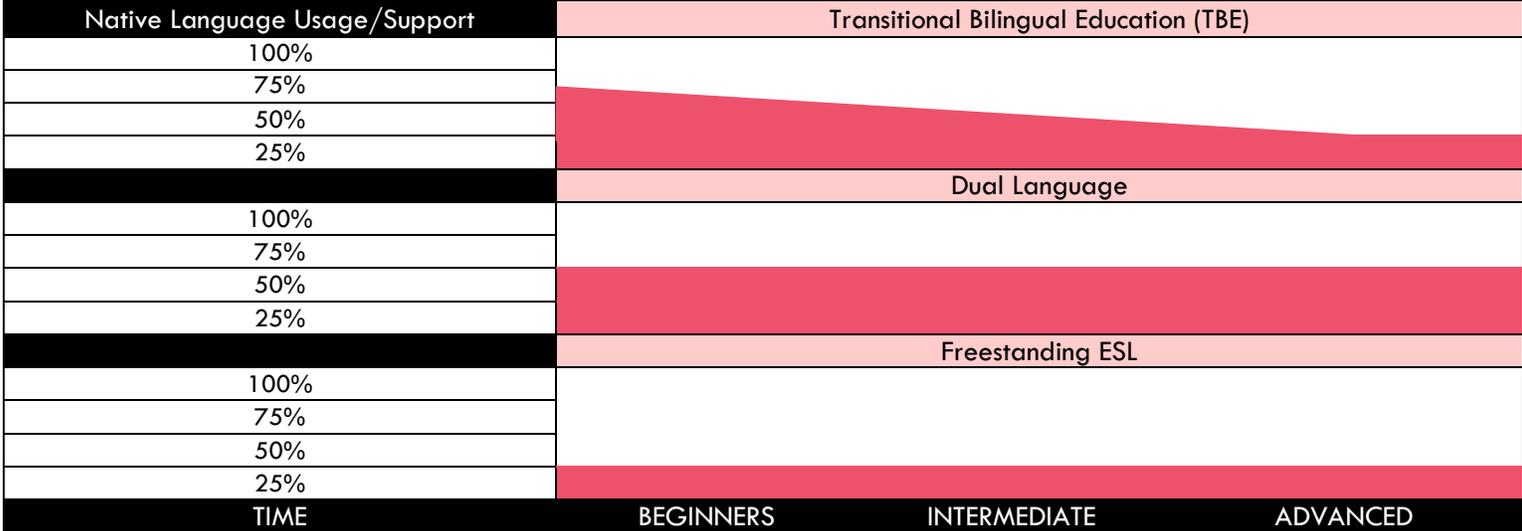
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.