

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

**DBN: (i.e. 01M001):**

**02M896**

**School Name:**

**LOWER MANHATTAN COMMUNITY MIDDLE SCHOOL**

**Principal:**

**KELLY MCGUIRE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School Number (DBN): 02M896  
School Type: Public Grades Served: 6-8  
School Address: 26 Broadway Room 613 New York, NY, 10004  
Phone Number: 646-826-8100 Fax: 646-826-8101  
School Contact Person: Kelly McGuire Email Address: [kmcguire@schools.nyc.gov](mailto:kmcguire@schools.nyc.gov)  
Principal: Kelly McGuire  
UFT Chapter Leader: Peter Schmitt  
Parents' Association President: Nicki Francis  
SLT Chairperson: Naomi Daniels  
Student Representative(s): NA

**District Information**

District: 2 Superintendent: Bonnie Laboy  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue NY, NY  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
212-356-7514  
Phone Number: 212-356-3739 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Doug Knecht  
Network Number: 101 Network Leader: Cristina Solis

## 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:

- 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\*.
- 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.\*\*
- 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)
Kelly McGuire	*Principal or Designee	
Peter Schmitt	*UFT Chapter Leader or Designee	
Nicki Francis	*PA/PTA President or Designated Co-President	
Carol Rodriguez	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Dinine Signorello	Member/ Parent	
Anita Leung	Member/ Parent	
Naomi Daniels	Member/ Parent	
Seth Kritzman	Member/ Teacher	
Mariama James	Member/ Parent	
Riley Ayndow	Member/ Teacher	
Rizzah Decopain	Member/ Teacher	
Nicole Shiu	Member/ Teacher	
	Member/	
	Member/	
	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.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>	

administrators value each other.

## **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Lower Manhattan Community Middle School works to support an enormously diverse group of 370 students in Lower Manhattan. While approximately half of our students come from families of lower incomes, the other half is made up of middle and upper middle class students. While the geographic area from which our students matriculate from elementary school is not large, the neighborhoods in which our students live (the Lower East Side, Chinatown, the Financial District, TriBeCa) are enormously different. We feel this diversity presents our school with an enormously unique opportunity to bring students from different backgrounds together. The diversity of our school presents a real opportunity to teach students life skills that will benefit them well-beyond the years of middle school.

“At Lower Manhattan Community we get to know our students and we give them what they need to be successful.” This mission and vision statement for our school is rooted in a belief that all students present different learning strengths and needs, as well as different interests and personalities. It is our responsibility to find out who our students are, as individuals and as learners and to cater our instruction and school program to meet their needs.

Our school has grown a great deal over the past 5 years – from 240 students to now approximately 370. This growth has enabled us the opportunity to expand our arts program offerings to four (digital arts, visual arts, dance, and music). We see the expansion of these arts programs as one of the key ways in which we are “giving our (diverse) students what they need to be successful.” Of these 370 students approximately 30% are students with disabilities. While this large number of learning differences can be a bit daunting when we think of the varied learning needs of our students, the number of students with learning disabilities means that we must develop our professional learning and school staffing / program to accommodate such needs. Three years ago we expanded to two ICT classes per grade level, thus allowing us greater continuity in staffing and greater flexibility with support and program offerings for students with disabilities.

When our school moved from Greenwich Village six years ago the number of students currently classified as English Language Learners (ELL) and former ELLs increased dramatically and currently the number of ELL or former ELL students at our school is between 25 and 30 percent. To respond to this need we have increased staffing resources, as well as professional supports for all of our teachers relating to supporting the needs of ELL and former ELL students.

Lower Manhattan Community MS has a unique and well-established team structure that is accompanied by a group of very-capable teacher leaders and coaches. Facilitating all professional workshop and training decisions is a team of teachers that are part of the Instructional Leadership Team (ILT). The ILT meets approximately every other week to set policies, develop strategic learning plans for the staff, and discuss the progress of the school toward goals. Participants on the

ILT include 3 grade level team leaders, 4 department team leaders, our guidance counselor, and the two-person administrative team.

Last year the ILT split into two separate committees that met regularly over the summer. One committee worked on curriculum and instruction goals and interventions and the other team worked on school climate topics. Emerging out of these committees were a set of school wide goals and accompanying action plans for achieving the goals. Part of the work of the climate committee included the development of a revised “kid-talk” protocol that the team uses to study the work of students in school. Also emerging from the ILT’s summer work was a revised “trio” protocol that teams of 3 teachers use to direct a peer observation and feedback cycle which we plan to facilitate three times per year.

This year our professional work as a school will focus on the continued development of supports to meet our diverse student body. We will engage in this work through a focus on lesson and curriculum planning that will support these diverse students through our trio teams. Additionally, we will study the needs of diverse learners in our grade team meetings using our “kid talk” protocol. In these teams the emphasis is on sharing and designing curriculum and instruction to meet the needs of diverse students. Finally, we will continue to hone our school climate by setting a higher bar for student to student interactions and behavior. We will facilitate this work through use of a structured “warning “ system by which we plan to address very minor behavior concerns with students.

## 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

- 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).
  - 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.
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- We have developed trust amongst staff members through the development of a clear school-based protocol that supports teachers to review classroom observation data in an objective way with a focus on the observed actions instead of judgement of teacher decisions.
  - We hold regular events to share school curriculum, including shifts in Common Core practices and ways that we have adjusted our instruction to meet these goals.
  - All departments have established common, standards-aligned outcomes.
  - Departments have established baseline, interim, and end of year assessments that measure progress toward common core standards
  - Departments share major and minor student assessments and work to align instructional expectations vertically.
  - The proficiency rating for students is represented by a steady increase on State Assessments over the 3 years of middle school
  - The proficiency rating of students on established department assessments increases steadily throughout the year in all grade levels.
  - We will continue to support the math and literacy proficiency of our students with disabilities through the planning and implementation of rigorous instruction.
  - We will continue to support the advanced performance of our strongest students through the planning and implementation of rigorous instruction.

### 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 end of the year, we will have completed 3 effective trio sessions (within dept., with at least one special educator in each trio) working around lesson modification for struggling students as measured by teacher survey in which at least 80% of teachers report satisfaction.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Develop a key protocol to be used during trio team meetings that builds trust amongst teachers by focusing on classroom observation data.	All teachers	By 10/14	Members of ILT, school admin
Facilitate the design of trio teams	All teachers	By 10/14	School Admin
Scheduling trio team activities	All teachers	Ongoing	School Admin / ILT
Evaluate rounds of trio team activities	All Teachers	Ongoing	School Admin / ILT
Host curriculum and instruction workshops and invitations for families to learn about and observe classroom teaching			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Per session dollars to help support ILT activities in the summer and throughout the year. Training videos to calibrate instructional evaluation using <i>Danielson Framework for Teaching</i> . Scheduled early release and professional days during which expanded work can be done to evaluate program.

**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.									

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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:

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.

- In December 2014 we will conduct a large-scale survey of teaching staff to determine progress toward this goal.
- Additional data from ongoing surveys will be evaluated as well.
- We will evaluate teacher performance connected to Danielson component 3c to determine change in teacher proficiency.

**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

<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Indicators on the school Learning Environment Survey indicate a safe school campus with interesting courses.</li> <li>The number of students who feel that they are treated with respect by their peers is only slightly above the Citywide average and below the district average</li> <li>Internal evaluations of student wellness and the social health of our school indicate that some students feel that they are teased by others.</li> <li>Internal surveys and interviews with staff indicate that we need to improve professional cohesion so that everyone feels that their voice is valued and teachers are comfortable taking risks to challenge the thinking of their colleagues.</li> </ul>

### Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> <li>By mid December, 80% of students will agree that LMC is a community of care, kindness and mutual respect as measured by student surveys.</li> </ul>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>Set Restorative Justice committee that will meet regularly, develop advisory lessons, facilitate staff circle process for the purpose of building trust,</p>	All Students	Sept 2014 - June	School administration, teachers

and develop Tier 2 interventions for staff		2015	
Use Jumprope system for monitoring and sharing student anecdotal information and positive comments with both in school faculty and parents/ families	All Staff	Sept 2014 - June 2015	School administration, teachers
By January 2015 100% of all students and their families will have received a positive email or phone call acknowledging their progress / achievement.	All staff	Sept 2014 – June 2015	All school staff
By June 2015, we will reduce the number of monthly hallway warnings for running or rough housing to an average below the number of warnings in September	All staff	September 2014-June 2015	All school staff

**Part 4 – Resources Needed**

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

- Staff workshop time prior to the start of the school year, during September and November inservice days to orient all staff to trio team meeting process, expectations, etc.
- 3rd party, Citywide, and school-created assessments
- Per session funding for teachers working outside contracted hours
- Early release days to grade assessments and analyze data

**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:

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

- By February 13th, 2015 we will have completed 2 rounds of trio team meetings
- By January 30th, 2015 we will have administered both baseline assessments and mid year progress benchmark

assessments, graded assessments, and analyzed data for the purpose of focusing instruction.

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. 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 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

- 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).
  - 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.
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- Significant progress made by all students on local (MOSL, school benchmark, etc.) assessments in 2013-14
  - Math gains across the school on State exams in 2014
  - Students with disabilities continue to lag behind in both ELA and Math as per State exams

### 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 June 2015, all teachers will have participated in 3 rounds of trio team meetings through which achievement of all students is the school wide focus
- Use a series of Citywide, 3rd party, and school-created assessments for the purpose of establishing student achievement goals in all core courses by January 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Develop protocol and system for trio team meetings that involves a rigorous review of lesson plans and class instruction focused on the achievement of all students.	Teacher leadership team	August 2014 - ongoing	Teacher leadership team, school administration

Facilitate workshops to orient teachers to protocol and expectations of trio team meetings.	Teacher leadership team	August 2014 - ongoing	Teacher leadership team, school administration
Facilitate the administration, grading, and data analysis of baseline, mid year, and end of year assessments	Teacher leadership team	August 2014 - ongoing	Teacher leadership team, school administration

#### **Part 4 – Resources Needed**

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

- Staff workshop time prior to the start of the school year, during September and November inservice days to orient all staff to trio team meeting process, expectations, etc.
- 3rd party, Citywide, and school-created assessments
- Per session funding for teachers working outside contracted hours
- Early release days to grade assessments and analyze data

#### **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:

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

- By February 13th, 2015 we will have completed 2 rounds of trio team meetings
- By January 30th, 2015 we will have administered both baseline assessments and mid year progress benchmark assessments, graded assessments, and analyzed data for the purpose of focusing instruction.

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
18.	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 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

<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Black and Latino boys have been suspended at much higher rates than white and Asian students</li> <li>School demerits are concentrated in a small number of students</li> <li>Diverse classrooms call for a persistent need to differentiate, modify, and adjust curriculum and instruction to meet the needs of all learners</li> <li>There are several teachers on staff who are in their first 5 years of teaching or new to our school</li> </ul>

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015 we will have completed an effective investigation of 3 groups of students in each grade level through use of the LMC Kid Talk protocol as measured by grade level team meeting notes and grade team facilitator reflection.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Design revised Kid Talk protocol for 2014-15	All staff	Sept 14'	Grade Team leaders, admin
Facilitate training of grade facilitators on this revised protocol	Grade facilitators and ILT	Sept 14'	Grade team leaders, admin, ILT
Orient all staff to new protocol	All staff	Sept 14'	Grade Team Leaders

Conduct at least 2 student presentations through the year	All staff	June 15'	All staff
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**Part 4 – Resources Needed**

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

- Per session dollars for summer planning work
- Training dollars for grade team leader training
- Professional learning time - Wednesdays, Early release days, Election Day, etc.

**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	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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:

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

By November 6th, 2014, each grade level team will have presented their research on one student reviewed using the kid talk protocol tool as measured by meeting notes / minutes

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

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. 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 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

- |   |
|---|
| <ul style="list-style-type: none"> <li>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).</li> <li>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.</li> </ul> |
| <ul style="list-style-type: none"> <li>LMC is extremely culturally, linguistically, and economically diverse</li> <li>Parents regularly attend parent conferences, evening presentations of student work</li> <li>Non-English speakers rarely attend PTA sponsored events</li> <li>The school relies on some online resources that are available only in English</li> </ul>   |

### 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.

By June 2015 we will initiate 5 or more events and activities through which we will increase the number of parent participants in PTA and school sponsored events as measured by PTA, SLT, and ILT agendas.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Train and orient staff on the use of writing comments in Jumprope	All Staff	Sept 14’	Administration
Develop a system by which positive parent comments will be shared with non-English speaking families	All Staff	Sept 14’	Administration
Develop a series of Jumprope workshops for families	All Families	Oct 14’	Administration, PTA, SLT, parent coordinators
Develop a series of parent workshops to accompany PTA meetings through which we share student data, curriculum, instructional initiatives	All Families	Dec 14’	Administration, PTA, SLT, parent coordinators

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**Part 4 – Resources Needed**

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

- Per session dollars for teachers conducting workshops
- PTA time and resources
- Funding for 2nd parent coordinator
- Funding for online grading program

**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:

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

By February 2015 we will have held at least 3 events and activities through which we will increase the number of parent participants in PTA and school sponsored events

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

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. 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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	-Level 2 or lower on State Assessment  -Level? or lower on Fountas and Pinnell Assessment	-Leveled reading group (book clubs, Lightsail, Just Words)  -Leveled reading group	-Small group reading in independent reading class  -Small group intervention class	-During the school day  -During the school day
<b>Mathematics</b>	-Level 2 or lower on State Assessment and currently in danger of failing	-Re-teach of key concepts	-Small group instruction	-During school day and after school
<b>Science</b>	-Danger of failing	-Re-teach of key concepts	-Small group instruction	-During school day and after school
<b>Social Studies</b>	-Danger of failing	-Re-teach of key concepts	-Small group instruction	-During school day and after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	-More than 5 demerits, attendance below 93%, self / family reported behavioral / emotional concerns	-Counseling, community service group participation (matadors, student council)	-Small group instruction	-During 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.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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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.

#### **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).

### 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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

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### Parent Involvement Policy

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. Lower Manhattan Community MS 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 Community MS 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 <b>2</b>	Borough <b>Manhattan</b>	School Number <b>896</b>
School Name <b>Lower Manhattan Community Middle School</b>		

### 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 <b>Kelly McGuire</b>	Assistant Principal <b>Benjamin Geballe</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Cesarlina Aviles</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Emma James</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Cynthia Savino</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>353</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>10.48%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							6	4	2					12
Pull-out							2	4	1					7
<b>Total</b>	0	0	0	0	0	0	8	8	3	0	0	0	0	19

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	11	0	3	21	2	4	5	0	5		37

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		
<b>Total</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>21</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>37</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
<b>TOTAL</b>	<b>0</b>													

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1					1
Chinese							21	9	2					32
Russian								1						1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish									1					1
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	3	0					4
Intermediate(I)							2	3	1					6
Advanced (A)							18	5	4					27
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>11</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	6	11	3	1	21
7	7	3	0	0	10
8	3	1	0	0	4
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8		7		3		3		21
7	1		9		1		0		11
8	2		1		1		0		4
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		22		7		34
8									0

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The school uses Fountas and Pinnell to assess the early literacy of all ELLs. In addition, "just right book" assessment is used during a 1-on-1 conferencing. The ELLs' reading level and their corresponding NYSESLAT-Reading/Writing results are also taken into

consideration since these would guide the school's appropriate instructional planning and strategies, reading materials and interventions. The school also uses Performance Series, a computer-adaptive test, to initially identify the reading proficiency level of ELLs and native English speakers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals that seventy-three percent of the ELLs are in Advanced level across 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. Majority of them has been in ESL program for more than three years. Those ELLs who are still at Beginner and Intermediate levels have been in the ESL program for three years and below.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. All ELLs took NYS tests in English. In the recent NYS Common Core tests, 15% of the ELLs achieved Level 3/4 in ELA and 22% achieved Level 3/4 in Mathematics.

4b. The result of the ELL Periodic Assessment is being shared among content teachers of ELLs. The data will help the ESL and content teachers in determining appropriate instructional planning and strategies to be used in the class where ELLs are mainstreamed
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The student's second language development is always considered in instructional decisions. Different strategies are used during classroom instructions such as scaffolding, modeling, think-pair share to develop speaking and listening skills, and guiding ELLs in choosing appropriate leveled books to read. Students have access to computers for online translations between L1 and L2, glossaries for Math and Science in their L1.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The school evaluates the success of the Free Standing ESL program by looking into the ELLs' grades, progress reports, and NYS test results. All teachers can access ELLs' online progress report. The corresponding grade in the progress report corresponds to Core Curriculum learning standard. The progress report helps the ESL teacher to plan appropriate strategies ELLs can use to attain success in class. If ELLs' NYSESLAT test result shows significant progress, then the ESL program offered is successful.

## 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](#).)  
Lower Manhattan Community MS is using the NYS LEP identification process to initially identify a newly admit to New York City

Public School system who possibly be an ELL. During student's registration, a Home Language Information Survey (HLIS) is given to the parent/guardian of the student. HLIS has to be completed by the parent/guardian, with a pedagogue - a certified teacher, and with additional support from a school-based staff who speaks the same language of the parent/guardian or over-the-phone translation to ensure that the HLIS is accurately completed. An informal interview with the student will follow to determine if the student speaks another language other than English. If the student has LEP, the ESL teacher or the test coordinator will administer NYSITELL (old LAB-R) within 10 days of admission for the purpose of identifying the student's level of English proficiency.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Orientation will be given to the parents of newly enrolled ELLs in NYCPS system. This orientation will be given after the NYSITELL (old LAB-R) is administered. The ESL teacher/coordinator, Parent Coordinator and/or Assistant Principal will be around during the meeting. During the orientation, the parents will have a chance to watch the video discussing the different programs for ELLs: Transitional/Bilingual, Dual Language, and ESL. The ESL teacher if necessary will give additional explanations regarding the video. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
An Entitlement Letter will be sent out to the parent/guardian of the new ELL student. The letter includes the date and time for the ELLs' parent orientation meeting. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS. If the parents need more time to decide which program would be best for their child, they may bring the Program Selection form and must return the form to the school, or the ESL teacher will make a follow-up on this matter.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
LMC is only offering Free-Standing ESL program. The ESL coordinator/teacher will describe the program during the ELLs parent orientation: the pull-out/push-in method, the ESL teaching strategies, as well as the corresponding number of hours the student will receive under the ESL program depending on the student's English proficiency level as mandated by the NYS. The Parent Coordinator will assist the parents to find another school if they will decide that Free-Sanding ESL program is not suitable for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
An advance test administration planning is in place. An orientation for NYSESLAT administration will be given by the Testing Coordinator to the teachers responsible for each testing modality: Speaking, Listening, Reading and Writing. All teachers will be informed about the test dates and the corresponding students to be pulled out during the test administration. Each Speaking, Listening, Reading and Writing tests will be given on separate days. Conducive rooms for testing will be set aside for 6th and 7th/8th ELLs. A make-up test will be given if necessary within the testing dates.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
As a middle school, the current ELLs have been in ESL program since they were still in the elementary. For the past five years, only about two new ELLs enrolled and their parents had chosen Free-Standing ESL program. There were no parents who requested for an ELL program other than Free-Standing ESL.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1 a/b. LMC offers Free-Standing ESL program. ELL students are placed in ICT or general education setting. The school is adopting push-in/pull-out method. Push-in instructional model is delivered to promote collaboration and decrease instructional time loss. Pull-out model is only used for ELLs who need individualized or small class instruction. The pull-out method focuses on ELLs whose reading level is at least three years behind their grade level. It aims to help the ELLs improve their reading level, master comprehension skills, develop vocabulary and improve writing skill. ELLs are heterogeneously placed across grade level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL students are heterogeneously mainstreamed into a general education and ICT classes. All students receive combined 12 instructional periods for ELA (360 minutes) and Social Studies (180 minutes) per week. In addition, 90-minute Reading Enrichment program is added across school curriculum. The ESL teacher delivers a combined total of 180 minutes ESL support through push-in/pull out per grade level.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

English is the medium of instruction throughout content areas. LMCMS is adopting the Sheltered English Immersion instructional approach, which is used to make academic instruction in English comprehensible to ELL students. Sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of various content in classroom discussion, activities, and reading and writing. Furthermore, teachers use physical activities, visual aids, and the environment to teach vocabulary for the concept

development in mathematics, science, social studies, and other subjects. To further support the ELLs, differentiated instructions with appropriate graphic organizers, activities involving scaffolding, glossary, and use of computer and online resources are also applied.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To ensure that ELLs are appropriately evaluated in their native language, ELLs will take NYS Mathematics and Science tests written in student's L1. If a test is not available in the student's L1, the school will hire an interpreter of that language, and orally translate the written test to the students. Throughout the academic year, glossaries, bilingual dictionaries and online language translation will be available for the ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The school's Literacy program helps students conceptualize, create, write, edit, and illustrate creative pieces. To help ELLs achieve success, content area teachers and the ESL teacher work collaboratively to ensure that a meaningful instructional strategies are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smartboard and online resources are given importance to enrich language development within the lesson. ELLs are appropriately evaluated of four modalities of English acquisition throughout the year through their reading response journal (RRJ), quick write, exit slips, essays, classroom participation or small group discussion while developing good listening skill is embedded in every classroom activity.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
Teachers utilize a variety of instructional materials and technology to best meet the needs of the ELL-SWD population. Different genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. ESL utilizes series of Grammar books, Real life stories books and picture books, as well as Internet resources, which add visual support to better understand the concept. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language. ELL-SWD whose reading equivalent is at least three years below their grade level are assigned to read an online reading program. This online reading program contains fiction and non-fiction texts, which involves listening and reading activities and checks comprehension skills. It has visuals to support the text that would accelerate English language development.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ESL, Special Education and Speech teachers with the Guidance Counselors share schedule flexibility in serving ELL-SWD. Every service provider of ELL-SWD uses the information from SESIS and collaborates to provide appropriate instructional activities that would lead to achieve ELL-SWD IEP goals and attain English proficiency at the same time.

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	N/A		
Social Studies:	English		
Math:	English		
Science:	English		
Physical Education	English		
Arts	English		

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

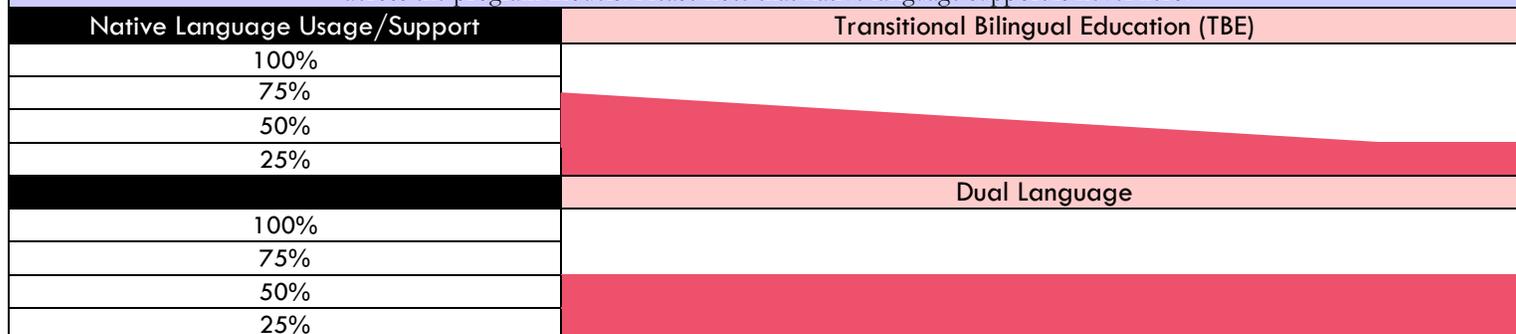
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

#### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

N/A

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

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

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

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - 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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

#### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

**Cluster: 01      Network: 101**

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

**Part A: Needs Assessment Findings**

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: <u>Lower Manhattan Community MS</u>	DBN: <u>02M896</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III After School Program of O2M896 is to provide standards-based and data driven supplemental program for English Language Learners using English as language of instruction. The after school program will support the ELLs meeting NYS and city performance standards for ELA and Mathematics and also provides support in making significant gains in NYSESLAT.

A total of 33 ELLs from 6th, 7th and 8th grade levels will participate in the after school program. The program will cover three different sessions: ELL Math, ELL Vocabulary and Reading, and ELL Reading and Writing. This program will be taught by one ESL teacher, one ELA teacher and one Math teacher. The ESL and ELA teachers will co-teach ELL Vocabulary & Reading and ELL Reading and Writing sessions, in addition, the ESL and the Math teacher will co-teach ELL Math session using different and appropriate ESL methodologies.

The O2M896 ELL After School Program is a 22-week program with a total of 3 hours per week, starting week of January 5, 2015 through week of June 8, 2015. ELL students are combined in one group but class activities are modified by grade level. Instruction is in English.

Every Wednesday: ELL Math, 2:45 PM – 3:45 PM, January 7, 2015 to June 10, 2015.

Every Thursday: ELL Vocabulary and Reading, 2:45 PM – 3:45 PM, January 8, 2015 to June 11, 2015.

Every Friday: ELL Reading and Writing, 2:45 PM – 3:45 PM, January 9, 2015 to June 12, 2015.

Appropriate materials for Vocabulary Development, Reading, Writing and Math Workbooks will be purchased for this Title III After School Program as described below:

A) Language Central for Math helps ELLs and struggling students, grades 6 - 8, develop the academic vocabulary necessary to master math, by Pearson Education, Inc. and Pearson Language Central for Math Gr 6-8 Teacher's Edition

(B) The Reader's Journey by Pearson Education, Inc. and Teacher's Resource

(C) General supplies such as copy papers, pens, markers, pencils, post-its, loose leaf, dry erase pens, poster boards

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The SIOP Model will be introduced to all teachers of ELLs. Using the best-selling research-based book Making Content Comprehensible for English Learners: The SIOP Model, teachers will gain practical skills to collaborate, share, and plan lessons that incorporate all eight components and thirty features of SIOP in order to teach content while developing ELLs academic and social language. All participants will receive per session rate plus fringe. The whole study group sessions

Study Group: The SIOP Model for Teaching ELA to English Learners( 3 sessions)

January 28, 2015 at 3:00 - 4:00 PM, Session 1, 1 hour

February 11, 2015 at 3:00 - 4:00 PM, Session 2, 1 hour

March 27, 2015 at 3:00 - 4:15, Session 3, 1 hour 15 minutes

Study Group: The SIOP Model for Teaching Mathematics to ELLs, (2 sessions)

February 26, 2015 at 3:00-4:00 PM, session 1, 1 hour

March 12, 2015 at 3:00 - 4:00 PM, session 2, 1 hour

Study Group: The SIOP Model for Teaching Science to English Learners, 2 sessions

March 26, 2015 at 3:00-4:00 PM, 1 hour

April 30, 2015 at 3:00-4:00 PM, 1 hour

Title III teachers will be paid by Title III funds.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: New information and supplemental academic resources given to parents help a lot in supporting their children at home. Parents of ELLs will be invited to participate in four separate workshops that will impact higher achievements for ELLs in the NYS tests. Additional information will also be given to parents of ELLs about online resources and reading materials to support ELLs at home. Letter of invitation in English, Spanish and Chinese (by mail and electronic mail) will be sent home to the parents of ELLs regarding the workshops. The ESL teacher, Cesarlina Aviles and the Parent Coordinator

### Part D: Parental Engagement Activities

will facilitate these workshops that will be held at Lower Manhattan Community MS.

Session 1: Develop Academic Language at Home

February 6, 2015; 8:30 - 9:30 AM

Session 2: Supporting ELLs Prepare for NYS ELA and Math Tests

March 27, 2015; 8:30 – 9:30 AM

Session 3: Supporting ELLs Prepare for NYSESLAT

April 17, 2015: 8:30-9:30 AM

Session 4: Supporting ELLs Prepare for NYS Science Test (8th grade ELLs only)

May 15, 2015; 8:30 - 9:30 AM

Supplementary materials for ELLs in preparation for NYS tests will be given to the parents throughout the parent engagement activities. Parents of the ELLs will have a better understanding on the different NYS tests that the ELLs will be taking. They will see the test format or CCLS structure of the tests and will be able to plan better on how they can also support their children at home.

Supporting ELLs Prepare for NYSESLAT, 33 items

Supporting ELLs Prepare for NYS ELA and Math Tests, 33 items

Materials: pens, markers, illustration boards, copy paper

Refreshments will also be provided for parents.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6799.32</u>	<u>1 Math teacher and 1 ESL teacher;</u> <u>Every Wednesday:</u> <u>ELL Math, 2:45 PM – 3:45 PM, January</u> <u>7, 2015 to June 10, 2015.</u>  <u>2 teachers x 1 hour (Wed) x 22 weeks x</u> <u>\$51.51 per hour including fringe =</u> <u>\$2266.44.</u>  <u>1 ELA teacher and 1 ESL teacher;</u> <u>Every Thursday:</u>

		<p><u>ELL Vocabulary and Reading, 2:45 PM – 3:45 PM, January 8, 2015 to June 11, 2015.</u></p> <p><u>2 teachers x 1 hour (Thur) x 22 weeks x \$51.51 per hour including fringe = \$2266.44.</u></p> <p><u>1 ELA teacher and 1 ESL teacher; Every Friday: ELL Reading &amp; Writing, 2:45 PM – 3:45 PM, January 9, 2015 to June 12, 2015.</u></p> <p><u>2 teachers x 1 hour (Friday) x 22 weeks x \$51.51 per hour including fringe = \$2266.44.</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<p><u>\$1120.34</u></p>	<p><u>3 Title III teachers X 7.25 hours X \$51.51 = \$1120.34</u></p> <p><u>Other participating teachers are at no cost to Title III.</u></p> <p><u>Study Group: The SIOP Model for Teaching ELA to English Learners( 3 sessions)</u>  <u>January 28, 2015 at 3:00 - 4:00 PM, Session 1, 1 hour</u>  <u>February 11, 2015 at 3:00 - 4:00 PM, Session 2, 1 hour</u>  <u>March 27, 2015 at 3:00 - 4:15, Session 3, 1 hour 15 minutes</u></p> <p><u>Study Group: The SIOP Model for Teaching Mathematics to ELLs, (2 sessions)</u>  <u>February 26, 2015 at 3:00-4:00 PM, session 1, 1 hour</u>  <u>March 12, 2015 at 3:00 - 4:00 PM, session 2, 1 hour</u></p> <p><u>Study Group: The SIOP Model for Teaching Science to English Learners, 2 sessions</u>  <u>March 26, 2015 at 3:00-4:00 PM, 1 hour</u>  <u>April 30, 2015 at 3:00-4:00 PM, 1 hour</u></p>

<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p><u>\$2240.00</u></p>	<p>The following materials will be purchased through <a href="https://dfoforms.nycenet.edu/shopdoe/">https://dfoforms.nycenet.edu/shopdoe/</a></p> <p>(A) <u>Language Central for Math helps ELLs and struggling students, grades 6 - 8, develop the academic vocabulary necessary to master math, by Pearson Education, Inc.</u></p> <p><u>35 Language Central for Math x \$14.41 = \$504.35</u></p> <p><u>Pearson Language Central for Math Gr 6-8 Teacher's Edition:</u>  <u>2 copies x \$34.74 = \$69.48</u></p> <p>(B) <u>The Reader's Journey by Pearson Education, Inc.</u>  <u>35 copies per unit x 6 complete unit sets x \$7.02 per unit copy = \$1474.20</u></p> <p><u>Teacher's Resource, \$35.81</u>  <u>3 (for grades 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup>) x \$35.81 = \$116.43</u></p> <p>(C) <u>General supplies such as copy papers, pens, markers, pencils, post-its, loose leaf, dry erase pens, poster boards \$75.54</u></p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>	<p><u>\$0</u></p>	<p><u>No cost to Title III</u></p>
<p>Other</p>	<p><u>\$1040.34</u></p>	<p><u>Supplementary materials for ELLs in preparation NYS tests will be given to the parents:</u></p> <p><u>Supporting ELLs Prepare for NYSESLAT, 33 items, \$159.67</u></p> <p><u>Supporting ELLs Prepare for NYS ELA and Math Tests, 33 items, \$428.67</u></p>

		<u>Materials: pens, markers, illustration boards, copy paper, \$202</u> Refreshments for parents \$250
<b>TOTAL</b>	<b><u>\$11200</u></b>	<b><u>\$11200</u></b>