

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M308

School Name:

LOWER MANHATTAN ARTS ACADEMY

Principal:

JOHN WENK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Lower Manhattan Arts Academy School Number (DBN): 02m308
Grades Served: 9-12
School Address: 350 Grand St.
Phone Number: 212-505-0143 Fax: 212-674-8021
School Contact Person: John Wenk Email Address: jwenk@schools.nyc.gov
Principal: John Wenk
UFT Chapter Leader: Tom Riccobono
Parents' Association President: Wanda Moraldo
SLT Chairperson: John Wenk
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ramona Fraser
Student Representative(s): Felix Hernandez
Graceson Abreau

District Information

District: 2 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Ave. New York, NY, 10001
Superintendent's Email Address: MBradbu@schools.nyc.gov
Phone Number: (212) 356-7563 Fax: 718-425-0516

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Michelle Ifill
Director's Office Address: 333 7th Ave, New York, NY 10001
Director's Email Address: Mifill2@schools.nyc.gov
Phone Number: 212-356-3914 Fax: 718-425-0516

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission

LoMA is a school that cares.

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

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

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

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

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

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

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

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

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

At LoMA, a student's day does not end at 3:00 as our extended day program supports instruction and offers students a wide variety of high interest, community-building activities. These include the LoMA Theatre Ensemble, NY Cares volunteer group, swimming, leadership programs, yoga, Ultimate Frisbee, and academic clubs. Varsity PSAL tennis, volleyball, basketball, handball, soccer and bowling teams are also available. Every senior takes part in extensive internships with organizations such as the Abrons Arts Center, The Public Theater and Harlem Hospital.

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

After slipping from four years with a high "A" on our school progress report, LoMA slipped to a high "C" in 2012-2013. Much of this was due to a change in metrics and a higher peer group as our raw data was largely unchanged with one significant exception. Over the past few years the number of students being left back due to low credit accumulation had been growing. LoMA's staff refocused on increasing pass rates without lowering standards and providing additional supports to students who had been left back through the efforts of a "9-05" Focus Group. This group found success with all but five of the repeater ninth graders progressing to tenth grade. The fail rate the other students also dropped by 35%. We have built on this success in 2014-2015 with an 80% promotion rate, 98% attendance rate and a 50% decrease in suspensions. We had our first SQR in five years and earned effective or highly effective in every area.

This year we need to continue to build on this success, with a particular focus on ensuring that all students are feeling supported and challenged. To this end, our instructional focus will be on differentiating for both high achieving and high need students. Our PD will follow an inquiry team model which will be supported by a more personal intervention by the administration. Finally, to support our students social emotional growth, we will be opening a clinic in conjunction with Community Healthcare Network and developing Restorative Circles.

02M308 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	385	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	26
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	11	# Drama	11
# Foreign Language	10	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.3%	% Attendance Rate			87.2%
% Free Lunch	57.5%	% Reduced Lunch			4.1%
% Limited English Proficient	5.3%	% Students with Disabilities			27.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			28.7%
% Hispanic or Latino	56.1%	% Asian or Native Hawaiian/Pacific Islander			8.6%
% White	3.6%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.0%	% Teaching Out of Certification (2013-14)			58.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.48
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	82.1%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.0%	% of 2nd year students who earned 10+ credits			73.0%
% of 3rd year students who earned 10+ credits	77.4%	4 Year Graduation Rate			72.3%
6 Year Graduation Rate	73.3%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

A review of data in Advance found that, we have met last year’s goal of each teacher earning at least one “well-developed” score in the area of student engagement, with most teachers earning this score multiple times. Now the biggest deficit seems to be in areas that require differentiation, particularly for higher achieving students. This was also a concern in our quality review and PPO.

- As an arts school, students do get the opportunity to tap into their multiple intelligences through the four arts majors.
- A review of Advance indicates that just over half of our teachers have been observed incorporating projects that incorporate multiple intelligences and student choice.
- When teachers failed to receive a rating of “highly effective” in areas 3C and 3D (engagement and assessment) it was most often due to lack of differentiation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, every teacher will receive at least one rating in highly effective in areas 3C and 3D of Danielson through their use of effective differentiation.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>An inquiry team will research effective, realistic strategies for differentiation and then turnkey PD sessions around what they have learned.</p>	<p>All teachers</p>	<p>Fall Semester</p>	<p>Principal</p>
<p>A coach will be hired to work with teachers to develop and implement effective differentiation strategies with a particular focus on teachers who are not yet “highly effective” in any area.</p>	<p>Teachers who are struggling in this area according to a review of Advance.</p>	<p>Sept-June</p>	<p>Principal</p>
<p>A 15:1 freshmen class will be created for the first time to narrow the scope of necessary differentiation for incoming classes as grade analysis has indicated that many of these students are not being well-served by reclassifying them into ICT classes as was done in the past.</p>	<p>Ninth grade 15:1 students.</p>	<p>Sept-June</p>	<p>Special Education Coordinator</p>
<p>An evening school will be created for students who are undercredited.</p>	<p>Undercredited students</p>	<p>Sept.-June</p>	<p>Evening School coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Inquiry teams will meet during PD time, but may be paid per session for additional time if necessary. • Coach will be paid for from tax levy, per session • 15:1 class and evening school will be paid for with tax levy 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of the fall term, half of all teachers will have earned at least one “well developed” in areas 3C and 3D.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Surpassing one of our goals from last year, a review of SOHO indicated that suspensions are decreased by more than 50% in 2014-2015 from the previous academic year and “pink slip” referrals were similarly down by 65%. Thefts were also down by 20%. Never the less, at the retreat staff expressed some misgivings that while punishments are dramatically down, student behavior has not improved by the same margins. The chancellor’s initiative for restorative justice may provide a guide for positive interventions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All level 1-3 infractions will result in a restorative circle prior to escalating to a suspension throughout the 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Staff will be trained in restorative circles</p>	<p>Dean and a selection of interested teachers</p>	<p>June-October</p>	<p>Principal</p>

Teachers will continue to write “pink slips.” Upon a third pink slip in a marking period, all involved teachers, the dean, a counselor the student and a parent will meet to develop a behavior modification plan. If the student fails to follow this, it may result in a suspension.	Dean, teachers and counselors	Sept-June	Dean

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Summer training will be paid for by tax levy											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At mid-year, no student should have been suspended for a level1-3 infraction without a restorative circle having taken place.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This year we adapted the Japanese lesson study model to focus PD on student engagement. Based on observations, the SQR, PPO and teacher feedback this worked well. Next year, however, we will align our PD with the chancellors initiative on PD by differentiating topics which will be studied through inquiry teams.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Four-six inquiry teams will be established that will follow the inquiry cycle around teacher developed questions. By January, each team will have completed at least one inquiry cycle. Each team will share out during a January PD meeting. If successful, this model will be repeated in the spring term.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Teachers will brainstorm possible topics, create a sign-up sheet and select teams based on interest and expertise or need.	All teachers and administration	June, 2015	Principal
PD will focus on the inquiry process	All teachers and administration	September, 2015	Leaders of former successful inquiry teams.

Four-six inquiry teams will meet three out of four Mondays a month to develop a question, research their topic, implement an intervention, study its effects and make relevant modifications	Teachers and administration	Sept-Jan	Principal
The program will be reevaluated at the January retreat and changes will be implemented for the spring term as appropriate.	Retreat members	January	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Inquiry team work will take place during regularly schedules PD meetings. Per session funds will be made available for additional time if necessary											
Books and other PD resources											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The first inquiry cycle should be completed by January and evaluated at the mid-year retreat.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This year English curriculum inquiry team spoke at the retreat about the need for more administrative support in guiding the inquiry process, providing resources and buy-in by the staff at large.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The principal and/or assistant principal will meet with each inquiry team every three weeks a month throughout the fall term. The School Environment Survey will reflect the support he/she provides with at least a 93% approval rating by teachers in the questions about administrative support for professional development.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The principal will facilitate training in the inquiry model	All teachers	September	Principal
Administration will meet with teams three Mondays a month to elicit resource needs, provide technical support and ensure staff buy-in.	All teachers	Fall Semester	Administration

If further support is deemed necessary, the administration will look into outside support from vendors.	All teachers	Fall semester	Administration
The program and work of the administration and teams will be evaluated at the mid-year retreat and modifications will be made for the spring semester.	All staff	January	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources will be paid for with Title I as will the vendor contract if deemed necessary.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
At midyear each inquiry team should have completed at least one inquiry cycle and report on having received support from administration.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a Universal Title I school we have many students who need additional health services. There has been a 50% rise in the last two years of students with severe diabetes, and counselors report that there is a need for reproductive services.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The clinic will be open and serving students by the first day of school. Procedures for its integration into the school will be reviewed and finalized by October. It should be servicing 20% of the school population by June.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Meet with Community Healthcare Network CHN to establish procedures</p>	<p>Administration, CHN and PC</p>	<p>June-Sept.</p>	<p>Principal</p>
<p>Distribute and collect necessary forms</p>	<p>PC and advisors</p>	<p>September-November</p>	<p>PC</p>

Finalize procedures after reviewing the opening of the clinic and its use.	CHN clientele	October	PC and Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CHN will cover the costs of the clinic and the PC will coordinate with them during her regular school day.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Meet in October to review progress and again in January. It should be servicing 10% of the school population by January.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades in English class, teacher recommendation, parent input	Repeated readings, interactive writing approach	Small group	After school
Mathematics	8 th grade NYS test scores, school written diagnostic exam, Teacher evaluation, Parent input	4 semester algebra	Team teaching	During the school day
Science	Regents Grades	Intensive test prep	One on one and small group tutoring for all seniors who still need to pass Regents to graduate One on one and small group tutoring for all seniors who still need to pass Regents to graduate	During the school day and after school
Social Studies	Regents Grades	Intensive test prep	One on one and small group tutoring for all seniors who still need to pass Regents to graduate One on one and small group tutoring for all seniors who still need to pass Regents to graduate	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Multiple pink slips	Restorative Circles	Small group	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

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

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

As noted above, we will follow an inquiry model for PD that will focus on areas that the faculty deem as important.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	172,141.00	x	16, 18
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,483,574.00	x	11-19

¹**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.

²The **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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal JOHN WENK	Assistant Principal YETTA GARFIELD
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher AUDREY BEEGLE	School Counselor THANDI NEWTON
Teacher/Subject Area DIANE THOMAS/SPECIAL EDUCATION	Parent type here
Teacher/Subject Area N/A	Parent Coordinator TRECE CORDERO
Related-Service Provider N/A	Borough Field Support Center Staff Member
Superintendent MARISOL BRADBURY	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	370	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	8
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0			0			0			0
DL	0			0			0			0
ENL	4		3	4	1	2	5		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3		2		0
Chinese										4	1	0	1	0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1				0
Emerging (Low Intermediate)										2				0
Transitioning (High Intermediate)													1	0
Expanding (Advanced)										5	2	2		0
Commanding (Proficient)										0	2	2	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	6	7	4	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	4		2	
Integrated Algebra/CC Algebra	4	2	4	2
Geometry/CC Algebra		3		2
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	6	3	3	3
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	8	4	3	3
Geography				
US History and Government	1	1	1	
LOTE		1		1
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
LoMA teachers design their own tools to assess our ELLs. They confirm the NYSESLAT data that our ELLs struggle with academic writing and struggle somewhat less with academic reading. We are using the data to guide scaffolding for writing and reading in all classes. Because of these results and other students' struggles with academic literacy we have introduced school-wide reading and writing scaffolds.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We have studied the results of the NYSESLAT exam. The sample size (our ELL population of 14 students) was too small to identify correlations between instruction and student improvement. We did notice that many of our ELLs scored proficient on the Listening and Speaking sections while less scored proficient on the Reading and Writing section. This informs us that more attention has to be placed on writing and reading skills. This is one of the reasons for the implementation of Wilson interventions and cross-curricular writing and reading scaffolds. As our ELL population grows, we will be able to better identify patterns.
7 of our current ELLs have sat for NY State Regents Exams. Five ELLs passed all or the majority of their exams. Two ELLs did not pass any of their exams. Three ELLs opted to take their exams in their native language. The students who did not pass receive one on one tutoring for the exams they failed. These results are better than the results of the general population.
Because we are a small high school, we have not yet had to administer the NYSITELL. (We have only administered the LAB-R twice in our ENL teacher's tenure at the school.)
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
We have already implemented school-wide writing scaffolds, and will implement reading strategies instruction also in order to address student difficulties. We realize that more instructional time needs to be spent on academic reading and writing to balance the time students are able to spend on oral language skills.
Though we analyze the AMAO using ATS reports, again, our ELL population is too small to be able to identify strong correlations. We have only 13 ELLs this year, and 8 of them have learning disabilities, 4 of them severe.
Though it is difficult to produce measurable data, the positive to being a small school is that once we have identified risk factors for

students, we are able to work with all teachers to design targeted interventions for those students. Our greatest concern is the long-term ELL population. These students often struggle in all of their academic subjects, not just ENL, for a variety of reasons (often because of long-term absences). Reaching out to these students and getting them connected with their academics and with adults who care is a primary concern at LoMA.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - (a) A trend that can be observed by examining NYSESLAT scores is that every year student scores have gone up. Almost all of our students score proficient on speaking and listening but less score proficient on writing, and few scored advanced. Students are not tested in their native language. ELLs are counseled and given the option to take the Regents exams in their native language if their literacy level in their native language is high enough. For students where this is the case, their scores are higher on exams taken in the native language than in English. This corresponds to the struggles our ELLs have with English vocabulary and to the scores for Reading modality on the NYSESLAT. Again, the greatest area of concern is ELLs who have had 7+ years of service and continue to score low on all academic assessments, not just the NYSESLAT. These students often have very low literacy in their native language, so taking exams in the native language is not a helpful intervention for them.
 - (b) Teachers at LoMA use the results of Periodic Assessments to better differentiate instruction. However, our sample size of ELLs is too small to truly note trends in results.
 - (c) Our ELLs are offered the opportunity to take Regents exams in their native language if the ESL teacher and the ELLs feel it would serve them better. Our ELLs are performing well on the Regents, though some of our IEP ELLs are struggling to meet the requirements for a Regents diploma. This seems to be more of a learning disability issue than a language one. We will continue to support them through small group interventions targeting their writing and reading deficiencies.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
At the beginning of each school year, the ESL teacher meets with all content area teachers who will have ELLs in their classes. The ESL teacher discusses with them the ELLs' levels and modalities on the NYSESLAT. The ESL teacher meets with teachers to look at content area lessons and assessments for possible scaffolding and adaptations. For classes that are not co-taught by her, the ESL teacher is available throughout the year to assist content area teachers to aid in scaffolding and adaptations for ELLs. Content-area teachers use data on students' ELL status, background and culture to help them "amplify" materials for ELLs; often these students get more attention in small groups, or teachers adapt content/written materials. This may include, but is not limited to: use of realia, visuals, L1 texts, bilingual dictionaries or peers, pair work, typing instead of handwriting, adapted vocabulary, glossaries, etc.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We have seen NYSESLAT scores go up each year at LoMA. We attribute this to the co-teaching model, which allows students more time in small groups with their content area teachers. We also attribute success to LoMA's school-wide, cross-curricular reading and writing scaffolds, and the extended-day tutoring program. Because it is presented as part of the school day and necessary for all students, ELLs students feel comfortable and compelled to attend. This gives them a great deal of one-on-one support from their teachers. These supports, along with differentiated instruction in every classroom, are helping our ELLs to reach their full potential in English. Again, however, our greatest concern is reaching long-term ELLs and getting them engaged in all of their academics, not just ENL.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students who are new to the NYC school system are identified as possible ELLs at intake if their Home Language Identification Survey (HLIS) shows that their home language is a language other than English. They are first identified by our Parent Coordinator, Trece Cordero, who notifies Audrey Beegle, our ENL teacher. The HLIS is completed with her assistance.

In addition, the prospective student meets with either the principal or an assistant principal for an informal interview to determine the student's educational and language background.

The New York State Identification Test for English Language Learners (NYSITELL) is administered to the student by the ESL teacher within ten days of intake. In the case that this needs to be administered, the student is pulled out of the first possible class and administered the NYSITELL and the results are scanned immediately. Again, as a small high school with few ELLs, we have never had to administer the NYSITELL, and have only administered the LAB-R in 10 years of the school's existence.

The principal, John Wenk, assistant principal, Yetta Garfield, or the ENL teacher meet with the parent to conduct an orientation. Our ENL teacher is fluent in Spanish, as are several other staff members. If necessary, translation/interpretation is provided.

The parent is shown videos of ESL options (the three models of instruction for ELLs in NYC: ESL, Transitional Bilingual Education, and Dual Language) available in New York City. The parent is shown data research showing the effectiveness of the ESL models. These are presented objectively. After viewing the data and the videos, the parent indicates which model would best serve the student through the Parent Survey and Selection form. If this model is in place at LoMA, the student is placed in an ESL class. If LoMA does not have the model selected in place, the parent is guided through the transfer process to an appropriate school. The HLIS will be kept in a binder of ESL data in the main office of the school, as well as a copy placed in the cumulative folder. In addition, every October, the ESL teacher will review parent choices and send a letter home indicating that their child is continuing in the current ESL model and will do so unless there is an objection from the parent.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students suspected to be SIFE are administered the SIFE Questionnaire within 30 days of intake by the ENL teacher. They are then administered the SIFE LENS to determine their levels in literacy/math.

SIFE students are placed in the ENL teacher's advisory, a small group which meets twice a day. She conducts informal assessments of all students to determine their levels of independence in: literacy, listening, academic discussions, time-management, critical thinking, social-emotional needs, and organization (all of the areas that SIFE students struggle with). She also conducts oral interviews with students.

If a student is suspected to be SIFE, the ENL teacher would work with other teachers to develop a Personalized Learning Plan for the SIFE student. Based on the assessments, she reinforces academic and social-emotional skills with the whole group, in smaller groups, or one-on-one.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Our LPT is comprised of our ENL teacher, Audrey Beegle, our Principal, our Director of Special Education, and the student's parent. Translation/interpretation is provided by our ENL teacher in the case of Spanish, or another service for other languages (including DOE Translation and Interpretation Unit). The LPT meets and determines whether a student should be administered the NYSITELL, and the decision to administer the NYSITELL is made within 20 days of intake.

Additionally, our ENL teacher, Audrey Beegle, has been very successful in identifying students mis-identified as ELLs and obtaining IEPs for these students. Teachers collect and share data and student work with her. She works closely with their academic teachers and the Director of SpEd, Diane Thomas, and analyzes their literacy and NYSESLAT results to determine if a student should be evaluated, and she and the SpEd coordinator meet with parents. All of the students suspected of needing IEPs were evaluated and found to have learning disabilities, some in the "borderline" range.

Throughout the year, the ENL teacher and the Special Education Coordinator work closely together, as 50% or more of our ELLs in any given year will have IEPs. These ELLs are placed in co-taught classes, and the ENL teacher attends their IEP meetings and communicates with parents (translation provided if needed). It is determined based on the individual students' performance whether they should be placed with a SpEd advisory or an ENL advisory. The students' literacy progress is closely monitored with informal assessments. After one semester or one academic year, the ENL teacher and the SpEd Coordinator also confer with each other and the students' academic teachers to determine if a student is eligible/suitable for the ELAND Review process.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The school makes every effort to conduct the orientation and have the parent submit the Parent Survey and Selection Form on the same day as intake of the new student. If this is not possible, the parents are invited to the school via phone and letters so that this is done within 5 school days. Audrey Beegle, the ENL teacher, and Trece Cordero, the Parent Coordinator, work together on this. Translation and Interpretation are provided to ensure communication in the parents' preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Again, we make every effort to conduct the orientation and have the parent submit the Parent Survey and Selection Form on the same day as intake of the new student. If this is not possible, the parents are invited to the school via phone and letters. Parents are shown the results of the NYSITELL and informed of their rights, including the right to appeal within 45 days. Translation/interpretation in parents' preferred language is provided if necessary. Trece Cordero, the Parent Coordinator, and Audrey Beegle, the ENL teacher, work together on this. Records are maintained in the main office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At intake, the parent is shown videos of ESL options (the three models of instruction for ELLs in NYC: ESL, Transitional Bilingual Education, and Dual Language) available in New York City. The parent is shown data research showing the effectiveness of the ESL models. After viewing the data and the videos, the parent indicates which model would best serve the student through the Parent Survey and Selection form. If this model is in place at LoMA, the student is placed in an ESL class. If the survey is not returned, placement at a school with a bilingual model is the default (as stated below). If LoMA does not have the model selected in place, the parent is guided through the transfer process to an appropriate school. Audrey Beegle, the ENL teacher, meets with parents, and in the past, our network coordinator also met with parents. Because our population is so small, we cannot offer a range of ESL services, and TBE/DL will not become available. If a parent determines that their child would be better served by a different ESL model, the ENL teacher works with parents for an appropriate transfer to occur as quickly as possible either by contacting schools personally or helping parents with the transfer documents. The few students new to our school who have transferred to a bilingual program did so within about a month of entering the school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Again, because we are a small high school, most ELLs have already been placed in ESL by their elementary or middle schools. However, if data indicates that a student is an ELL, the ENL teacher works together with the Parent Coordinator to ensure Parent Surveys and Program selection are received in a timely manner. The school makes every effort to conduct the orientation and have the parent submit the Parent Survey and Selection Form on the same day as intake of the new student. If this is not possible, the parents are invited to the school via phone and letters. Entitlement and continuation letters are sent home by the ESL teacher. Parent Survey and Program Selection forms are collected at the intake meeting with the parent, and securely stored in the main office. Continued entitlement or Transition letters are sent home as soon as the school receives NYSESLAT proficiency results indicating a student remains entitled/is no longer entitled to ESL services.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
This has never been an issue, though we would follow the above procedures. In the past 6 years we have only had two incoming students who were ELLs brand new to the DOE.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher works with the Parent Coordinator to ensure these are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher and Parent Coordinator maintain records of ELL data in a secure location in the school's main office, as well as a copy placed in the cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each year, steps are taken to evaluate eligible ELLs using the NYSESLAT, as indicated by the RNMR report in ATS. The school ensures that all the ELLs are administered each section of the exam within the time window set by NYS and any ELLs requiring modifications as per 504s and/or IEPs are provided with modifications. Because we have a very small ELL population we do not have leveled classes for the ELLs. However, the scores on the exam will indicate the mandated hours of ESL services as well as information for their teachers on how to differentiate instruction. Administration of the exam is begun early to allow retesting in the case of absences. The school ensures that all the ELLs are administered each section of the exam within the time window set by NYS and any ELLs requiring modifications as per 504s and/or IEPs are provided with modifications. Students may take as long as they need to complete each section of the exam. The exams are kept in a secure location and administered as per NYS guidelines. If any ELL is absent, attempts are made to administer the sections the student missed within the timeframe allowed. For the past few years, LoMA has been able to administer all parts of the NYSESLAT to all ELLs with the exception of 2 long-term absent students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement or Transition letters are sent home as soon as the school receives NYSESLAT proficiency results indicating a student remains entitled/is no longer entitled to ESL services.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We do our best at LoMA to align parent requests with models offered. However, because we have such a small population of ELLs, and cannot provide all models of ESL instruction, we will work with parents to transfer students to other schools which offer the model the parent has requested if necessary. Most parents choose to place students in our ESL program. In reality, LoMA rarely addresses issues of identifying ELLs and of parent choice because the majority of our ELLs were identified as ELLs in elementary or middle school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Because our ELL population is so small, all ELLs of all proficiency levels are placed with the ENL teacher for daily Advisory and Drop Everything And Read (DEAR), for a total of 40 minutes per school day, during which ENL and academic skills are explicitly taught. Additionally, the ENL teacher pushes in to academic classes containing ELLs of varying proficiencies, including ELA classes. Incoming Emerging and Transitioning 9th grade ELLs are also placed in a Wilson intervention, to support encoding and decoding in English, which meets 4 days a week (180 minutes). All interventions combined, ELLs at LoMA receive well above than the mandated number of minutes of English instruction.

For all proficiency levels of ELLs at LoMA, students receive the required number of minutes of ENL instruction according to their proficiency, through the combination of the push in, co-teaching in their core classes and pull out by the ESL teacher. Both teachers in all of our co-taught classes are well-versed in the scaffolds needed to provide instruction to students struggling with literacy and language issues. Because we follow a co-teaching model, these scaffolds are used in the context of content-based instruction.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

For all proficiency levels of ELLs at LoMA, students receive the required number of minutes of ENL instruction according to their proficiency, through the combination of the push in, co-teaching in their core classes and pull out by the ESL teacher. Both teachers in all of our co-taught classes are well-versed in the scaffolds needed to provide instruction to students struggling with literacy and language issues. Because we follow a co-teaching model, these scaffolds are used in the context of content-based instruction. We generally only have ELLs who are Transitioning or above in level, and they receive more than the required 180 minutes per week.

3. Describe how core content is delivered in each program model. 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.

We have a combination of a push-in and collaborative co-teaching model. In addition, all of our ELLs are in content classes which are co-taught. Both teachers in each of our co-taught classes are well-versed in the scaffolds needed to provide instruction to students struggling with literacy and language issues. Because we follow a co-teaching model, these scaffolds are used in the context of content-based instruction. All classes are block and grouped heterogeneously.

Content area instruction is delivered in English. However, especially in the case of Beginners, teachers make an effort to group or pair ELLs with a student who speaks their native language if use of the native language would benefit student

comprehension. Teachers are well-versed in scaffolds necessary to support language development, and attend staff development workshops to this end. Teachers use scaffolds in class such as: use of visuals and props, graphic organizers, adapted texts, and bilingual and/or English-English dictionaries, modeling, accessing prior knowledge, focusing on challenging vocabulary, reading aloud, ensuring sufficient wait time, and native language use, among many others. All teachers make an effort to ensure that none of the cognitive demands of the original content are lost when it is modified. In addition to the above, LoMA has a tutoring program after school that all students are encouraged to take advantage of, especially our ELLs. Teachers frequently meet with students for one-on-one instructional support, in the tutoring program or at other times during the day. Reading and writing scaffolds are in place across curriculum to support ELLs in Common Core demands such as finding and citing evidence in writing and reading non-fiction informational texts.

In the co-teaching model, generally one teacher is charged with lesson delivery while the other is able to circulate among students to ensure comprehension of content and make necessary modifications. However, during the application or activity segment of a lesson, both teachers may be able to circulate, allowing them to work one-on-one, with pairs, or in small groups of students. When the ESL teacher pushes in to classes, she works with the ELLs to ensure language issues do not interfere with comprehension of content.

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

As a small 9-12 school, it is rare that LoMA receives students who were not identified as ELLs by their middle or elementary school. Therefore native-language evaluations have already been done, and LoMA follows the determinations of these evaluations. If LoMA has to evaluate a student, appropriate translated documents and interpreters are utilized. As noted in Part IV, #3, the ENL teacher has successfully obtained IEPs for several students. When these students are evaluated, evaluations are done in their native language.

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

This issue depends on the length of time a student has been an ELL. We currently have 6 long-term ELLs, 3 of whom have IEPs. One is a long-term absence. These students mainly score Proficient on Listening and Speaking and the modalities that need focus are Reading and Writing. Therefore, the ESL teacher as well as content area teachers require the use of school-wide close reading and essay-writing scaffolds, and students are frequently assessed on their progress in these modalities, at least twice per every 6 week period. In class with the ENL teacher, instruction is accomplished through all 4 modalities. Students are explicitly taught and assessed on literacy, academic writing, note-taking, and speaking during discussions.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) All our ELLs are screened to see if they are SIFE. Currently at LoMA, we only have 1 student who is classified as SIFE. This is only the second time we have had a SIFE student, therefore our SIFE policy at LoMA is evolving. The SIFE students are placed in the ESL teacher's advisory, which meets 40 minutes per day for language and academic skills reinforcement, while also focusing on social-emotional issues. The ESL teacher is well-versed in SIFE needs. The SIFE student is also in the ELA class and the Global class the ESL teacher pushes into. LoMA has 3 full-time social workers on staff, and SIFE (as well as any other) students are referred to them or for outside counselling if the need arises.

We feel that SIFE students benefit from one-on-one meetings with teachers, and with the ESL teacher in particular. SIFE students are encouraged to attend extended-day tutoring, and ESL teacher has met frequently with the students there, as have the other content area teachers. The ESL teacher ensures that in these sessions as well as in the other content area classes, effective academic practices, such as note-taking, listening skills, responding to prompts and teacher questions, and organization of course materials, are emphasized, modeled, and explicitly taught.

(b) The plan for newcomers is that they learn English for both academic and social purposes. In the co-teaching model, teachers work one-on-one with them as much as possible on areas such as vocabulary, listening, basic reading comprehension, and writing structure. Because we have such a small population of ELLs and only 3 newcomers total, this is possible for our teachers to do, during and outside of class. Two of our newcomers this year also have IEPs and have been placed in the 15:1 class. Therefore they receive a great deal of individualized attention. All students are also served in the tutoring program after school or meet with teachers before school. In their classes, they benefit from all of the above-mentioned scaffolds utilized by teachers at LoMA.

(c) We have 4 ELLs who have been receiving services for 4 to 6 years. We continue to provide them with scaffolds and one-on-one or small-group instruction as much as possible, as well as serving them in the extended day tutoring. The goal is to differentiate instruction to target the areas of difficulty on the NYSESLAT. Many of our students struggle with academic writing, as indicated by NYSESLAT scores, and we now use two school-wide writing scaffolds to aid all students, especially those who struggle with this modality.

(d) Long-term ELLs are our largest group of ELLs. For long-term ELLs who have been receiving services for over 6 years, we

realize that it is crucial that their academic English skills catch up to their social English skills (all are Advanced or Proficient in oral language as indicated by NYSESLAT scores). This issue depends on the length of time a student has been an ELL. We currently have 7 long-term ELLs, 3 of whom have IEPs. Two are long-term absences. For the other 4 long-term learners, we continue to support these students through scaffolds, co-teaching, and tutoring to make academic reading and writing of English less abstract and more applicable to their lives. We have seen our numbers of long-term ELLs passing the NYSESLAT increase in recent years, and we believe this is due to our intense focus on reading and writing across the content areas and the consistent use of scaffolds by all LoMA teachers (not just ELA and ESL).

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In the past 5 years, we at LoMA have only identified two incoming students as being new to the DOE and ELLs. We have never had a re-identification appeal.

8. 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?

AllaLLs All ELLs and SWDs are placed in collaborative co-taught classes. Generally, one teacher is charged with lesson delivery while the other teacher is able to circulate and guide select students in comprehension of content. Scaffolds utilized by all LoMA teachers include pair- and group-work, visuals and audio-video, props, vocabulary aids, graphic organizers, adapted texts, dictionaries (bilingual and English-English), accessing prior knowledge, reading/thinking aloud, modeling, among many other adaptations. LoMA uses a school-wide reading scaffold and a school-wide academic writing scaffold. All teachers have attended teacher-taught workshops on these two scaffolds to ensure smooth implementation in all content areas (including science and math).

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

In addition to being placed in collaborative co-taught classes, ELLs and SWDs benefit from LoMA's extended-day tutoring program. There they are able to meet with teachers in small groups or often one-on-one. LoMA also utilizes Wilson and Just Words programs to work intensively with ELLs and SWDs on encoding and decoding issues with English. We follow an inclusion model, and students at LoMA are heterogeneously grouped, where collaborative co-teaching allows us to avoid pulling ELLs or SWDs out of academic classes. Teachers often make packets of adapted curriculum for students with special needs, and they use their adapted curriculum alongside their peers. Teachers also adapt assessments for ELLs (with the ESL teacher's guidance) and SWDs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

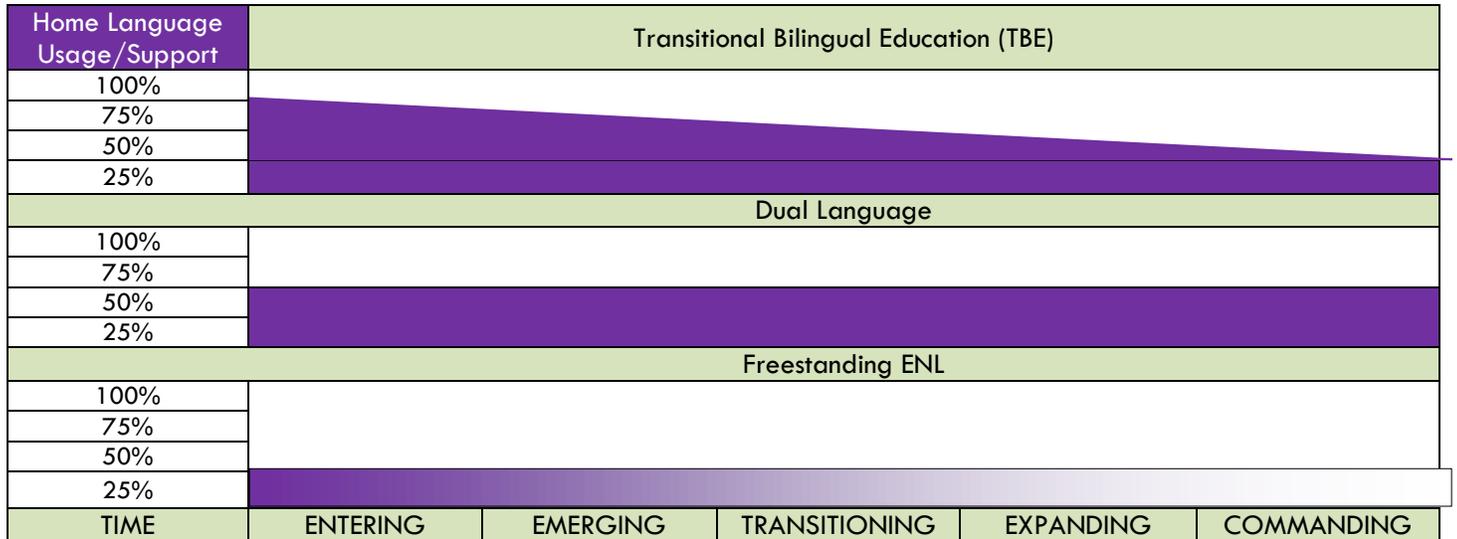


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELLs at LoMA are placed in collaborative co-taught classes with teachers who are well-versed in scaffolds and supports for struggling students. All content area classes are taught in English, with native language supports available to ELLs who need them. All content area classes have extended-day tutoring available to all students, including ELLs, as targeted intervention. Whenever necessary, a translator or peer is provided for students if use of the native-language in tutoring would be helpful for them. All teachers aid the learning of ELLs using visuals, realia, graphic organizers, vocabulary, alternate texts, and specific focus on English language. Additionally, all incoming 9th grade Beginner and Intermediate ELLs are placed in Wilson interventions, to aid encoding and decoding in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have seen our numbers of ELLs scoring Proficient or achieving higher scores on the NYSESLAT exam rise each year. We have seen success in long-term ELLs scoring Proficient on the NYSESLAT and becoming more engaged in school. We attribute this success to several factors: 1, in-house development of reading and writing scaffolds and teacher-led professional development on the utilization of the scaffolds across content areas, including science and math, and 2, implementation of these scaffolds. 3, We have focused very closely on raising the level of literacy and writing of our long-term ELLs since these are the areas where they need intense support. Instead of pulling them out with lower-level ELLs, they are grouped with native English speaking peers in co-taught classes where teachers focus intensively on their literacy development. Intense focus on reading and writing raises levels of achievement in both language and content.
12. What new programs or improvements will be considered for the upcoming school year?

Because all of our ELLs except two are classified as Transitional and above, the ENL teacher will continue to reinforce academic English skills with the ELLs and to support them with reading and writing scaffolds. LoMA will ensure that the instructional models used with ELLs adhere to the mandated minutes of instruction following the NYS CR Part 154 Regulations. LoMA will continue the use of Wilson programs with all incoming 9th grade ELLs for intensive work in encoding and decoding, and has plans to pilot a literacy program to support students struggling with academic reading and writing.
13. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All classes are taught in English and ELLs are always grouped with the general education population. All extra-curricular activities, as well as extended-day tutoring, are open to ELLs regardless of their level of English. Most ELLs participate in extra-curricular activities. At LoMA a student's day does not end at 3:00, as our extended day program supports instruction and offers students a wide variety of high interest, community-building activities. These include theater, yoga, the LoMA Theatre Ensemble, NY Cares volunteer group, mentoring from the employees of Oppenheimer Funds, leadership programs, skateboarding and academic clubs. Varsity PSAL tennis, volleyball, basketball, handball, soccer and bowling teams are also available. Every senior student takes part in extensive internships with organizations such as the Abrons Arts Center, The Public Theater and Harlem Hospital, and in addition near two thirds of them are currently taking college classes at NYU, John Jay College or on-line through an izone school partnership.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Technology is used in every class. All teachers use SMART boards in their classes, especially to add visual support to lessons. Laptop carts are available for all classes. All classrooms have an extensive classroom library and laptops available for students to use whenever needed. ELLs are encouraged to download translation apps on their phones, and the ENL teacher helps them with this. Additionally, LoMA has a daily Drop Everything And Read (DEAR) period for all students to engage in extended silent reading or read-alouds.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

At LoMA, we only have an ESL model. Native-language support is provided by bilingual staff, peers, and bilingual dictionaries and glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Required services support ELLs and resources correspond to ELLs' ages and grade levels. No below-grade materials are used. Instead, ELLs are taught the same content as their peers but with modifications for comprehensibility and accessibility, using the scaffolds and resources outlined above.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the school year, the ESL teacher will have an informal meeting with incoming ELLs. They will be given a tour of the school and will be given an orientation session. If possible, an intensive ESL course will be given for a few days before the school year begins. We only have a few incoming 9th grade ELLs each year, so they will take part in the welcoming activities with all of the other 9th graders, accompanied by the ENL teacher. As soon as the school year begins, the ENL teacher has one-on-one meetings with all ELLs.

19. What language electives are offered to ELLs?

Spanish is the only language elective currently offered at LoMA. ELLs are welcome to take Spanish as a foreign language.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Because all of LoMA's teachers teach ELLs, they all must attend a professional development workshop to guide their instruction. Any staff members who have not yet attended a workshop will do so this year. Staff is encouraged to take advantage of Q-TEL professional Development activities that are sponsored by Central. The ESL teacher has participated in various trainings, including Q-TEL, and also provides workshops or works one-on-one with teachers to adapt their content for ELLs.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ESL teacher has already attended several professional development workshops focused on the Common Core for ELLs. Last year she attended three workshops in Q-Tel training focused on the Common Core. The ESL teacher continues to work closely with the 9th grade ELA teacher to design the 9th and 10th grade curricula, aligning it with the Common Core standards and differentiating it for ELLs. CFN 107 was active in advising and guiding teachers with implementation of Common Core, and the ENL teacher still uses these resources.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The transition from middle to high school is of great concern to us at LoMA for all students, not only ELLs. In meetings held several times every week by grade level, individual students are discussed by all staff who teach them. ELLs are focused on in particular, and the ESL teacher is present in these meetings. Teachers are reminded to work with students on transitional skills from middle school to high school, such as: goal-setting, time management, writing skills, keeping track of assignments, and organization of materials, among others. These are focused on intensively in advisory as well as in content area classes, especially in 9th and 10th grades. Teachers will often take time one-on-one with students to help them with these skills. The ESL teacher meets with ELLs about their schedules, teachers, and homework, and answers any questions they have.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development presentations are held throughout the year for all teachers. They focus on differentiation of instruction, including strategies for teaching ELLs. New teachers are also sent to special professional development days sponsored by the Learning Support Organization or Department of Education targeting in order to meet the minimum hours of mandated ESL training for all staff. Professional development at LoMA focuses intensively on improving literacy, among our native-speaking, SWD, and ELL populations. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. Our ESL teacher is also a resource for all teachers on staff, and is available to answer questions and help to modify content and assessments. Teachers maintain records of their PD hours and records are stored with the payroll secretary.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Because 50% or more of our ELLs have IEPs, issues surrounding goals, language development, and proficiency are always discussed in IEP meetings. Further, the ENL teacher maintains close contact with all ELLs' parents (utilizing translation/interpretation as necessary). If parents are not present at parent-teacher conferences (where the ENL teacher meets them separately), the ENL teacher calls them in for a face-to-face conference or phone call to discuss their child's progress (with translation if necessary).
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The ENL teacher documents all contact with parents either in Skedula with Anecdotal, if the information should be public to all teachers, or in Google Documents for her own private records.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We have very strong parent involvement at LoMA, due in great part to the efforts of our Parent Coordinator, Trece Cordero, who is on the Language Allocation Policy team. LoMA encourages parental involvement through the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities. Several members of our staff are bilingual, and every effort is made to involve parents of ELLs in the school. Specific areas of parental involvement at LoMA include the Parent Association, volunteering in meetings, and other individual volunteering (sports, chaperoning, fund-raising, among others). Parents of ELLs are encouraged to be involved at the school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? As a neighborhood school of the diverse Lower East Side, one of LoMA's greatest strengths is its connections to community-based organizations that service our students and their families. LoMA has developed partnerships with the following organizations and universities: Henry Street Settlement New York Theatre Workshop, American Ballet Theatre, Fidelity Future Stage, Oppenheimer Funds, Grand street Settlement, Gotham Opera Company, St. Luke's Orchestra, Educational Alliance, The Door, Leave Out Violence (LOVE) and New York University. LoMA's exemplary programs have also earned grants from the New York State Council of the Arts and the City of New York.
5. How do you evaluate the needs of the parents?
Needs of parents are evaluated in face-to-face meetings at school and surveys sent home. Parents can meet with the ESL teacher who can guide them to free, community-based ESL classes for adults. Surveys and questionnaires are sent home periodically, with translations.
6. How do your parental involvement activities address the needs of the parents?
Translation services are provided for parent-teacher conferences and meetings throughout the term. Our Parent Coordinator and Guidance counselor schedule meetings during the daytime and evening throughout the year. Translations are made available, as are translators. All documents, surveys, and questionnaires are sent home in English and the native language.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02 **School Name: LOWER MANHATTAN ARTS ACADEMY**
Superintendent: MARISOL BRADBUR

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During the summer contact was made with each student's home. If the phone was answered by a non-English speaker a translator ascertained the translation needs for the family. Students who are new to our school are identified as possible English Language Learners (ELLs) at intake if their Home Language Identification Survey (HLIS) shows that their home language is a language other than English. Using this data and initial interviews with parents allows us to determine and maintain records of interpretation needs. At this point in our school's development, the great majority of important communication with parents is already translated.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The great majority of our parents speak and read Spanish (which our ENL teacher/LAC is fluent in). After that, Mandarin is the most common language, followed by Cantonese. The past year, we had 3 new students who spoke the African languages Mandinka, Wolof, and Niger-Congo, but parents also spoke French and English, so communication was in those languages.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All of the above documents are disseminated each year, as well as information about our frequent field trips (we are an arts school) and our in-school medical clinic. All of the documents have already been translated and are generally distributed to families at the beginning of the school year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings with parents will occur several times throughout the year: Open School Night and 2 Parent-Teacher conferences, as well as Parent Association monthly meetings. Informal contact with parents also occurs at our frequent student performances (dance, music, drama). The ENL teacher is the Advisor to all ELLs and former ELLs because we have such a small ELL population. She maintains logs of contacts in Skedula Anecdotal (if public for all teachers) or privately in Google Documents (if private for her own records). She maintains logs of numbers called, who was spoken with, if a number has changed or is not working, and what was discussed. Informally, we also have an annual Thanksgiving community dinner the Tuesday before Thanksgiving, which is very well-attended by families and parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We do our utmost to have all documents translated in house by qualified LoMA teachers in time for translations to be sent out at the same time as English versions. At this point in our school's existence, most documents and forms which are sent out every year have already been translated. New documents are translated within a day or two of being written, since it is done by in-house staff. If there is no time for such a translation, phone contact is made with the family by a bilingual school aid or teacher with interpretation. Because we are housed in a building with several other schools, one of which is a dual-language school, we are often able to share interpretation services. For phone calls and face-to-face meetings where a translator is not available, the Translation & Interpretation Unit is always called. Meetings are only held with parents when it is assured an interpreter has been notified and will be available. All parents are provided with translations of the Parents' Bill of

Rights documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As stated above, for mailings, we attempt to do in-house translation as much as possible for anything we don't already have translated. For meetings or phone calls, we use the services of the Translation & Interpretation Unit. We have not recently used the services of an outside vendor.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of each school year and again before any face-to-face or phone conversations with parents, all staff are informed by email of which staff members are available for Spanish and Mandarin translation. For other languages, staff are informed of how to contact the Translation & Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All of the above mentioned practices fulfill the Chancellor's Regulation A-663.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are asked to fill out a survey at Parent-Teacher conferences, and it is also mailed home.

