

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M896

School Name:

LOWER MANHATTAN COMMUNITY MIDDLE SCHOOL

Principal:

KELLY MCGUIRE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: LOWER MANHATTAN COMMUNITY School Number (DBN): 02M896
Grades Served: 6-8
School Address: 26 BROADWAY NY, NY 10004
Phone Number: 646-826-8100 Fax: 646-826-8101
School Contact Person: KELLY MCGUIRE Email Address: KMCGUIRE@LMC896.ORG
Principal: KELLY MCGUIRE
UFT Chapter Leader: PETER SCHMITT
Parents' Association President: NICKI FRANCIS
SLT Chairperson: NAOMI DANIELS
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NAOMI DANIELS
Student Representative(s): NA

District Information

District: 02 Superintendent: BONNIE LABOY
Superintendent's Office Address: 333 7TH AVENUE NY, NY 10001
Superintendent's Email Address: BLABOY@SCHOOLS.NYC.GOV
Phone Number: 212-356-3739 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: MANHATTAN Director: YUET CHU
Director's Office Address: 333 7TH AVENUE 8TH FLOOR NY, NY 10001
Director's Email Address: YCHU@SCHOOLS.NYC.GOV
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
KELLY MCGUIRE	*Principal or Designee	
PETER SCHMITT	*UFT Chapter Leader or Designee	
NICKI FRANCIS	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NAOMI DANIELS	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
KATE HARRISON	Member/ PARENT	
MARIAMA JAMES	Member/ PARENT	
DININE SIGNORELLO	Member/ PARENT	
NAOMI DANIELS	Member/ PARENT & CHAIRPERSON	
SETH KRITZMAN	Member/ TEACHER	
RILEY AYNDOW	Member/ TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
SHANNA DOUGLAS	Member/ TEACHER	
CAT ACEVEDO	Member/ TEACHER	
Hope Kayse Hughes	Member/ Parent	
	Member/	
	Member/	
	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.

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

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

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

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

Lower Manhattan Community MS has a unique and well-established team structure that is accompanied by a group of very-capable teacher leaders and coaches. Facilitating all professional workshop and training decisions is a team of teachers that are part of the Instructional Leadership Team (ILT). The ILT meets approximately every other week to set policies, develop strategic learning plans for the staff, and discuss the progress of the school toward goals. Participants on the ILT include 3 grade level team leaders, 4 department team leaders, our guidance counselor, and the two-person administrative team.

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

This year we were visited by an evaluator for the purpose of fulfilling our three year Quality Review. Additionally our superintendent as a part of the PPO evaluation. Feedback from both visits were in alignment. There were a number of aspects of our curriculum, instruction, and environment that were praised, however, from both visits the evaluators

determined that we should focus on using student assessment data to better target instruction to individual and groups of students. In this CEP we are seeking to accomplish this through the Framework dedicated to rigorous instruction. We will also continue to develop professional learning for our staff members and build capacity for our students to problem solve and communicate.

02M896 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	365	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	6	# Music	6	# Drama
# Foreign Language	3	# Dance	6	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	6.3%	% Attendance Rate		94.9%
% Free Lunch	60.9%	% Reduced Lunch		8.3%
% Limited English Proficient	10.6%	% Students with Disabilities		29.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		17.1%
% Hispanic or Latino	26.0%	% Asian or Native Hawaiian/Pacific Islander		38.6%
% White	16.0%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.2%	Mathematics Performance at levels 3 & 4		44.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		63.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	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 Graduation Rate (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			

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

Part 2 – Annual Goal

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 we will improve the academic and work habit performance of students in our lowest third by 20% as measured by our online grading system, Jumprope (for our 7th and 8th grade students this increase is based on their end of 2015 performance, for our incoming 6th graders this is based on their grades as of November, 2015).

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>Through a series of parent-focused events, we will ensure that parents are aware of models of rigorous instruction and corresponding student work</p>	<p>Parents and families</p>	<p>September – May</p>	<p>All teachers and school administrators</p>
<p>Implement the use of formative and summative assessment tools that will enable teachers to elicit student performance data that will enable them with the ability to target learning needs for all students.</p>	<p>Teachers and students</p>	<p>September – May</p>	<p>All teachers and school administrators</p>
<p>Develop a portfolio of student work in literacy and mathematics through which high quality, common core aligned assessments are used to evaluate student performance and growth can be reviewed</p>	<p>Students and parents</p>	<p>September-May</p>	<p>Teachers and administrators</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>											
<p>Tax levy dollars to support per session time for teachers and teacher leaders to develop workshops for families, as well as to support time for family workshops.</p>											
<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

<p>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.</p>
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-By November, we will have hosted at least two events during which parents are trained on the characteristics of high quality so that they are better prepared to evaluate whether or not their child's work is meeting CCLS.

-By November, we will have evaluated the academic and social performance of our students by comparing last year's / start of year grades to present performance in order to evaluate whether or not our students' grades are improving.

-By January, 2016 we will review students' grades to determine if performance has improved.

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.
- The number of students who feel that they are treated with respect by their peers is only slightly above the Citywide average and below the district average
 - Internal evaluations of student wellness and the social health of our school indicate that some students feel that they are teased by others.
 - Indicators on the school Learning Environment Survey indicate a safe school campus with interesting courses.
 - Internal surveys of the state of staff connections reveals that connections have improved and that professional support thorough trio team meetings has had a positive effect on relationships.

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.

- By mid December, 75% of students and families will respond either "agree or strongly agree" to the quesiton, "I feel that LMC is a community of respect."

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>By January 2016 100% of all students and their families will have received two positive emails or phone calls acknowledging their progress / achievement.</p>	<p>Parents and students</p>	<p>September – January</p>	<p>School admin, parent coordinators, all teachers</p>
<p>Establish protocol and system for developing positive emails and comments to parents.</p>	<p>Parents and students</p>	<p>September – January</p>	<p>School admin, parent coordinators, all teachers</p>
<p>By January 2016, students will be able to identify the ways in which they can refer a peer to peer problem to the school “fairness committee”</p>	<p>Students</p>	<p>September – January</p>	<p>All staff</p>
<p>By January 2016 we will have established our school fairness committee and they will have helped to mediate peer to peer conflicts</p>	<p>Students</p>	<p>September – January</p>	<p>All staff</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>										
<p>Tax levy for 3 teacher release periods per week to facilitate meetings</p>										
<p>Tax levy monies for per session funding to support staff workshops</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

<p>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.</p>
<p>By June, 2016 100% of all students and their families will have received an annual total of 3 positive emails or phone calls acknowledging their progress and achievement.</p>
<p>By November, 2015 all students will be able to identify the process by which they can request participation in a fairness circle.</p>

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

Part 2 – Annual Goal

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.

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

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 teacher-parent collaborations to improve student achievement. 	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>
Develop a key protocol to be used during trio team meetings that builds trust amongst teachers by focusing on classroom observation data.	All teachers	By 11/2015	ILT, school administrators
Facilitate the design of trio teams	All teachers	By 10/2015	ILT, school administrators
Scheduling trio team activities	All teachers	By 10/2015	ILT, school administrators
Evaluate rounds of trio team activities	All teachers	November – May, 2016	All teachers

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.											
Tax levy funding will permit summer and extended time planning.											
Tax levy funding for additional video cameras to conduct recording											
Professional development time allocated to three rounds of team meetings focused on Trio team observations.											
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	X	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.
<ul style="list-style-type: none"> • We will survey teachers following each trio team meeting
<ul style="list-style-type: none"> • In December 2015 we will conduct a large-scale survey of teaching staff to determine progress toward this goal.

• We will evaluate teacher performance connected to Danielson components to determine change in teacher proficiency.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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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.

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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.
- LMC is extremely culturally, linguistically, and economically diverse
 - Parents regularly attend parent conferences, evening presentations of student work
 - Non-English speakers rarely attend PTA sponsored events
 - The school relies on some online resources that are available only in English

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.

By June 2016 we will initiate 5 or more events and activities through which we will increase the number of parent participants in PTA and school sponsored events as measured by PTA, SLT, and ILT agendas.

Part 3 – Action Plan

<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>
Train and orient staff on the use of writing comments in Jumprope	All Staff	Sept 15	Administration
Develop a system by which positive parent comments will be shared with non-English speaking families	All Staff	Sept 15	Administration
Develop a series of Jumprope workshops for families	All Families	Sept 15	Administration, PTA, SLT, parent coordinators

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>											
<p>Funding for second parent coordinator who is trilingual and can communicate with all families. Set aside time for assistant principal to conduct workshops for families. Jumprope, online grading system will be one focus for our instructional work. We will meet on Wednesdays for 40 minutes to engage in purposeful parent engagement and participation.</p>											
<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

<p>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.</p>
<p>By February 2016 we will have held at least 3 events and activities through which we will increase the number of parent participants in PTA and school sponsored events</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	State Exam score lower than 2.2 or did not meet promotional criteria from previous year AND / OR Fountas and Pinnell reading level 2 years below GL	Smaller group reading courses, direct instruction, in class modifications and supports	Small group	During the school day and after school
Mathematics	State Exam score lower than 2.2 or did not meet promotional criteria from previous year	Small group instruction, remedial or preview of lessons to be taught.	Small group instruction	During the school day and after school
Science	Students with grades below 2.2	Repetition of key curricular concepts.	Small group instruction	After school
Social Studies	Students with grades below 2.2	Repetition of key curricular concepts.	Small group instruction	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	More than 5 demerits, attendance below 93%, self / family reported behavioral / emotional concerns	Counseling, community service group participation (matadors, student council)	Small group instruction	During school day and after school

Section 7: Title I Program Information

Directions:

- 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III After School Program of 02M896 is to provide standards-based and data driven supplemental program for English Language Learners using English as language of instruction. The after school program will support the ELLs meeting NYS and city performance standards for ELA and Mathematics and also provides support in making significant gains in NYSESLAT.

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

- The 02M896 ELL After School Program is a 22-week program with a total of 3 hours per week, starting week of January 5, 2015 through week of June 8, 2015. ELL students are combined in one group but class activities are modified by grade level. Instruction is in English.

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

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

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

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

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

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

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

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

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

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

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

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

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

- Title III teachers will be paid by Title III funds.

Part D: Parental Engagement Activities

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

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

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

- Session 1: Develop Academic Language at Home

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

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

March 27, 2015; 8:30 – 9:30 AM

- Session 3: Supporting ELLs Prepare for NYSESLAT

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

Part D: Parental Engagement Activities

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

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

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

Supporting ELLs Prepare for NYSESLAT, 33 items

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

Materials: pens, markers, illustration boards, copy paper

Refreshments will also be provided for parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$6799.32</u>	<u>1 Math teacher and 1 ESL teacher;</u> <u>Every Wednesday:</u> <u>ELL Math, 2:45 PM – 3:45 PM, January 7, 2015 to June 10, 2015.</u> <u>2 teachers x 1 hour (Wed) x 22 weeks x \$51.51 per hour including fringe = \$2266.44.</u> <u>1 ELA teacher and 1 ESL teacher;</u> <u>Every Thursday:</u> <u>ELL Vocabulary and Reading,</u> <u>2:45 PM – 3:45 PM,</u> <u>January 8, 2015 to June 11, 2015.</u> <u>2 teachers x 1 hour (Thur) x 22 weeks x \$51.51 per hour including fringe = \$2266.44.</u> <u>1 ELA teacher and 1 ESL teacher;</u> <u>Every Friday:</u> <u>ELL Reading & Writing,</u> <u>2:45 PM – 3:45 PM,</u> <u>January 9, 2015 to June 12, 2015.</u> <u>2 teachers x 1 hour (Friday) x 22 weeks x \$51.51 per hour including fringe = \$2266.44.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>\$1120.34</u>	<u>3 Title III teachers X 7.25 hours X \$51.51 = \$1120.34</u> <u>Other participating teachers are at no cost to Title III.</u> <u>Study Group: The SIOP Model for Teaching ELA to English Learners(3 sessions)</u> <u>January 28, 2015 at 3:00 - 4:00 PM, Session 1, 1 hour</u> <u>February 11, 2015 at 3:00 - 4:00 PM,</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Session 2, 1 hour</u> <u>March 27, 2015 at 3:00 - 4:15, Session 3,</u> <u>1 hour 15 minutes</u> <u>Study Group: The SIOP Model for</u> <u>Teaching Mathematics to ELLs, (2</u> <u>sessions)</u> <u>February 26, 2015 at 3:00-4:00 PM,</u> <u>session 1, 1 hour</u> <u>March 12, 2015 at 3:00 - 4:00 PM,</u> <u>session 2, 1 hour</u> <u>Study Group: The SIOP Model for</u> <u>Teaching Science to English Learners, 2</u> <u>sessions</u> <u>March 26, 2015 at 3:00-4:00 PM, 1 hour</u> <u>April 30, 2015 at 3:00-4:00 PM, 1 hour</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<p><u>\$2240.00</u></p>	<p><u>The following materials will be</u> <u>purchased through</u> <u>https://dfoforms.nycenet.edu/shopdoe/</u> <u>(A) Language Central for Math helps</u> <u>ELLs and struggling students, grades 6 -</u> <u>8, develop the academic vocabulary</u> <u>necessary to master math, by Pearson</u> <u>Education, Inc.</u> <u>35 Language Central for Math x</u> <u>\$14.41 = \$504.35</u> <u>Pearson Language Central for Math Gr</u> <u>6-8 Teacher's Edition:</u> <u>2 copies x \$34.74 = \$69.48</u> <u>(B) The Reader's Journey by Pearson</u> <u>Education, Inc.</u> <u>35 copies per unit x 6 complete unit sets</u> <u>x \$7.02 per unit copy = \$1474.20</u> <u>Teacher's Resource, \$35.81</u> <u>3 (for grades 6th, 7th</u> <u>& 8th) x</u> <u>\$35.81 = \$116.43</u> <u>(C) General supplies such as copy</u> <u>papers, pens, markers, pencils, post-its,</u> <u>loose leaf, dry erase pens, poster</u> <u>boards</u> <u>\$ 75.54</u></p>
<p>Educational Software (Object Code 199)</p>	<p>-</p>	<p>_____</p>
<p>Travel</p>	<p><u>\$0</u></p>	<p><u>No cost to Title III</u></p>
<p>Other</p>	<p><u>\$1040.34</u></p>	<p><u>Supplementary materials for ELLs in</u> <u>preparation NYS tests will be given to</u></p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>the parents:</u> <u>Supporting ELLs Prepare for NYSESLAT, 33 items, \$159.67</u> <u>Supporting ELLs Prepare for NYS ELA and Math Tests, 33 items, \$428.67</u> <u>Materials: pens, markers, illustration boards, copy paper, \$ 202</u> <u>Refreshments for parents \$250</u>
TOTAL	- <u>\$11200</u>	<u>\$11200</u>

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 2	Borough Manhattan	School Number 896
School Name Lower Manhattan Community MS		

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 Kelly McGuire	Assistant Principal Benjamin Geballe
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Cesarlina Aviles	School Counselor Seth Kritzman
Teacher/Subject Area type here	Parent Cynthia Savino
Teacher/Subject Area type here	Parent Coordinator
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Bonnie Laboy	Other (Name and Title) type here

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	1	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)	387	Total number of ELLs	29	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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	29	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	12
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	2

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
DL										0
ENL	7		1	20		8	2		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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								1						0
Chinese							14	7	7					0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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	1					0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)							4	1	2					0
Expanding (Advanced)							10	6	4					0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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							14	10	10					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	6			0
7	6	2			0
8	4	3			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	3	0	5	0	5	0	1	0	0
7	2	0	5	0	1	0			0
8	3	0	3	0	1	0			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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
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.
 Fountas and Pinnell reading assessment is used to assess the early literacy of all ELLs. This assessment gives insights to the ELA/ENL and reading teachers on what reading materials will be provided to the ELLs and reading comprehension skills activities will be incorporated to the lessons everyday. In addition, "just right book" assessment is also used during a 1-on-1 conferencing. The ELLs' reading level and their corresponding NYSESLAT-Reading/Writing results are also taken into consideration since these would guide the school's appropriate instructional planning and strategies, reading materials and interventions.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data reveals that 70 percent of the ELLs have Expanding level of proficiency and are in the program between 3 to 6 years. Students with transitioning level of language proficiency are in the program for less than three years if not long-term ELLs.
 - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 02M896 uses its own data in gathering and identifying ELLs who need more support and tailoring lessons towards supporting ELLs in the class. These data contain ELL data, NYS test results, F & P reading levels, teachers' observation and teacher made tests' results. When necessary, these data are being shared to all teachers and are discussed during GL meetings. AMAO tool has not been used.
 - For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 4a. About 50% of the ELLs are at Level 2 in ELA while about 72% at Level 2-4 in Math, and this has been the case of the past few years. None of the ELLs took the NYS Math in their own home language.
- 4b. N/A
 4c. N/A.

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?
The student's second language development has always been considered in instructional decisions. Different strategies are used during classroom instructions such as scaffolding, modeling, think-pair share to develop speaking and listening skills, and guiding ELLs in choosing appropriate leveled books to read. Students have access to computers for online translations between L1 and L2, glossaries for Math and Science in their L1. Content area teachers, like Social Studies and Science teachers, have modified version of some reading texts or worksheets where related words and pictures were added so that ELLs will be able to understand more of the text. In addition to writing activities, scaffold guide and writing prompts are also provided to the ELLs. During GL meetings, teachers discuss strategies to be used in the lessons in order to support for language development of the ELLs, such as worksheets with visual cues and modified version of a reading text with word meanings of difficult words.
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).
The school evaluates the success of the ENL program by looking into the ELLs' grades, progress reports, and NYS ELA and NYSESLAT test results. The NYS (ELA, Math and NYSESLAT) test results will determine what additional instructional planning will be improved and what additional after school programs be probably implemented.

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.
Lower Manhattan Community MS is using the NYS LEP identification process to initially identify a newly admit to New York City Public School system. During student's registration, a Home Language Information Survey (HLIS) is given to the parent/guardian of the student by the ELL program coordinator. HLIS has to be completed by the parent/guardian, with a pedagogue - a certified teacher, and with additional support from a school-based staff who speaks the same language of the parent/guardian or over-the-phone translation to ensure that the HLIS is accurately completed. The ELL program coordinator will give an informal interview with the student to determine if the student speaks another language other than English. If the student has LEP, a certified ENL teacher or the testing coordinator will administer NYSITELL within 10 days of admission for the purpose of identifying the student's level of English proficiency.
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).
ENL teacher will collect data including such as age of arrival, years of schooling at time of arrival, academic content learned in both the native country and the United States. ENL teacher will observe this Newcomer on how he does in a content area classroom and his interaction with the whole class. If there is a significant gap in his learning and understanding of the content taught, then that student might be a SIFE and multiple and varied interventions may be required.
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).
As a middle school, all ELLs are continuing ELLs from the elementary schools. For the school to identify ELLs-SWD, ATS reports are generated and cross-referencing with SESIS. Any information gathered will be shared to all teachers concerned, core content, Special Education and ENL teachers.
For some are cases such as students entering middle school from out of state and entering with an IEP, the school Language Proficiency Team (LPT) determines the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT not to give the NYSITELL, the superintendent (or designee) will give a final decision as to administer NYSITELL or not.

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.
 ELLs who are new to NYCDOE will be given an assessment, NYSITELL, to identify if they qualify to receive services appropriate for them. Once the NYSITELL test document has been scanned and test result has been generated, parents/guardians of the students will receive entitlement or non-entitlement notification within five school days. This letter will be sent home to the student and a follow-up call to parents/guardians to ensure that proper dissemination of information are received in timely manner. The correspondence between the school and parents be in English and 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).
 The school, through the ELL program coordinator, will send a letter to parents/guardians of ELLs informing with the official result of NYSITELL and whether their child is entitled or not entitled to receive ELL services. This letter contains an outline of procedures on what to do and their rights to appeal the school's decision if they believe that their child/student may have been misidentified as an ELL or non-ELL. Parents of ELLs may request that ELL Identification Process be administered a second time. The correspondence between the school and parents be in English and the parents' preferred language.
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.
 The ELLs program orientation will be given before September 15th for and some point through out the school year when there is a enrollee and a possible ELL. Orientation will be given to the parents of newly enrolled ELLs in NYCPS system. This orientation will be given after the NYSITELL is administered. The ESL teacher/coordinator and/or Assistant Principal will be around during the meeting. During the orientation, the parents will have a chance to watch the video discussing the different programs for ELLs: Transitional/Bilingual, Dual Language, and ENL. The ENL teacher if necessary will give additional explanations regarding the video. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS. Since Free Standing ENL program is only offered in the school, the parents may choose ENL. If the parents of ELLs request another ELL program, the school will assist them find another school that offers TBE or DL. The correspondence between the school and parents be in English and the parents' preferred language.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 An Entitlement Letter will be sent out to the parent/guardian of the new ELL student. The letter includes the date and time for the ELLs' parent orientation meeting. After watching the video, the parents will complete the Parent Survey/Program Selection form and be collected and kept along with the HLIS. If the parents need more time to decide which program would be best for their child, they may bring the Program Selection form and must return the form to the school, or the ENL teacher will make a follow-up on this matter. The ENL coordinator will collect all documents, such as copy of the Entitlement Letter, Parent Survey and Program Selection Form, and kept into the student's permanent cumulative record. The correspondence between the school and parents be in English and the parents' preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 The school assigned the ENL teacher or a staff to keep track of documents that parents of ELLs should submit to school. If Parent Survey and Program Selection forms are not returned, a letter will be sent home to remind parents about the submission of the forms as well as a follow-up call will be made to ensure the parents know about the importance of these documents. Once these documents are received, these will be kept in students' cumulative record for future reference. The correspondence between the school and parents be in English and the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
 The ELL program coordinator will be responsible in sending Placement notification letters home through the student and mail within ten school days. In addition, a staff will do a follow up call to the parent informing them about a notification letter has been sent home. The correspondence between the school and parents be in English and the parents' preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 All ELL documentations for each child are enclosed in its permanent cumulative record. When an ELL moves to another school, all required proper documentation is available for reference. The school pupil accounting staff and ELL program coordinator are responsible in securing all these ELL documents.
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.
 ELL data from ATS will be gathered to identify qualified ELLs to take NYSESLAT. To administer all sections of the NYSESLAT, the principal, testing coordinator and the ENL teacher coordinate in a timely manner. The principal/testing coordinator assigns teachers who will administer the speaking section and score the written section of NYSESLAT. The ELLs and school staff will be informed about the NYSESLAT testing schedule in advance so that testing room assignments and regular schedule and testing schedule will be

coordinated properly as well as parents of ELLs will be informed about the NYSESLAT. NYSESLAT administration schedule, regular testing dates and make-up test, by components will be followed as described in NYS and NYCDOE memos.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ELL program coordinator is responsible in distributing continued entitlement and transitional support parent notification letters before mid-September. The letters will be sent home through the student or mailed and a follow-up calls to inform the parents that a notification letter has been sent home. These letters can be in English and translated version based on parents' preferred language for communication.
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).
All incoming ELLs of LMC has been in ENL program since elementary. For the past five years, only ENL program has been offered and none of the parents of ELLs requested TBE or DL program. LMC will offer other ELL programs if the number of requests and students merit a new ELL program to be opened.

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.
The instruction for ELLs is delivered to ELLs of the same grade level through Flexibility programming (a combination of Stand-Alone ENL and Integrated ENL). The ENL teacher will push-in/pull-out ELLs in each class either in ELA or Social Studies classes. The ENL teacher is certified in Math, Math with SWD and ESOL. The ELLs will benefit more in a flexibility ENL programming because they are being supported in different content areas of studies.
 - 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)?
An ENL instruction is delivered to ELLs in each class through push-in/ pull out method. Push-in sessions are done during ELA or Social Studies classes. Pullout sessions are done for specific standard that requires a separate location and longer time for the ELLs to complete such task.
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.
English is the medium of instruction in all core subjects. Common core content teachers use several instructional approaches and methods to make content comprehensible to foster language development, such as charts and pictures, sentence strips or speaking and writing prompts, and vocabulary study or word definitions. ENL teacher coordinates with the core content teachers on scaffolded materials ELLs use for easier understanding on specific lesson in each content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, ELLs will take NYS Mathematics and Science tests written in their first language. If a test is not available in the student's L1, the school hires an interpreter of that language, and orally translates the written test to the students. Throughout the academic year, glossaries, bilingual dictionaries and online language translation are available for the ELLs.

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

All four modalities of English acquisition are inter-connected with each other; therefore all teachers provide different activities' for ELLs to succeed in the classroom by creating lessons and activities that require ELLs perform all four modalities of language acquisition. Teachers do formal and informal assessments to ELLs to keep track the language acquisition development done by the ELLs over time and appropriate planning of activities will be in placed as a support for the ELLs. On the other hand, the school's Literacy program helps students conceptualize, create, write, edit, and illustrate creative pieces. To help ELLs achieve success, content area teachers and the ENL teacher work collaboratively to ensure that a meaningful instructional strategies are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smart board and online resources are given importance to enrich language development within the lesson. ELLs are appropriately evaluated of four modalities of English acquisition throughout the year through their reading response journal, quick write, exit slips, essays, classroom participation or small group discussion while developing good listening skill is embedded in every classroom activity.

6. How do you differentiate instruction for 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. SIFE students will receive similar low-level text compared with the other students. Visual aids and graphic organizers are used to support content understanding. The use of technology will be provided for translation purposes and online reading programs that support reading comprehension and pronunciation skills.

b. ELLs who are Newcomers will receive differentiated texts according to their reading levels. During classroom discussion, they will be grouped with high functioning native speakers to socially develop their academic speaking skills. Graphic organizers will be provided, as well as visuals aids and technology.

c/d. ELLs with more than 4 years in the ENL program will be provided with graphic organizers, sentence prompts, visual aids and the use of technology. Level texts will be provided according to their proficiency levels.

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

7. 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.

The school will provide additional support services to the student as defined in CR Part 154-2.3(i) until the final decision notification letter within 10 school calendar days is given in writing to the parent, guardian, and/or student in the parent's preferred language. The school ensures that the student's academic progress will not be affected by the re-identification and will continue to receive needed language and academic supports. The ELL program coordinator will be responsible in the re-identification process and will coordinate with the school principal for appropriate actions as needed until the final decision is achieved.

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?

Teachers of ELLs-SWD use different instructional strategies that correspond with the IEPs. To maximize learning time and teacher's supports, all ELLs-SWD are placed in ICT class. A variety of instructional materials and the use of technology are utilized to best meet the needs of the ELL-SWD population. Different genre study, guided reading, independent reading materials such as "just right books", and literature circles are used to strengthen literacy skills. Through these materials, ELLs improve language acquisition through learning new words and apply in writing and speaking activities. ENL utilizes series of grammar

Chart books, real life stories books and picture books, as well as internet resources, which add visual support better understanding of the concept presented in class. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language.

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?

ELL-SWDs with low English proficiency levels are placed in ICT classes where two teachers teaching in the class. The ENL teacher also collaborates with core content teachers regarding strategies and materials appropriate to ELL-SWDs. In addition, ENL, SETSS and the other service providers share schedule flexibility in serving ELL-SWD. Every service provider of ELL-SWD uses the information from SESIS and collaborates to provide appropriate instructional activities that would lead to achieve ELL-SWD IEP goals and attain English proficiency at the same time.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

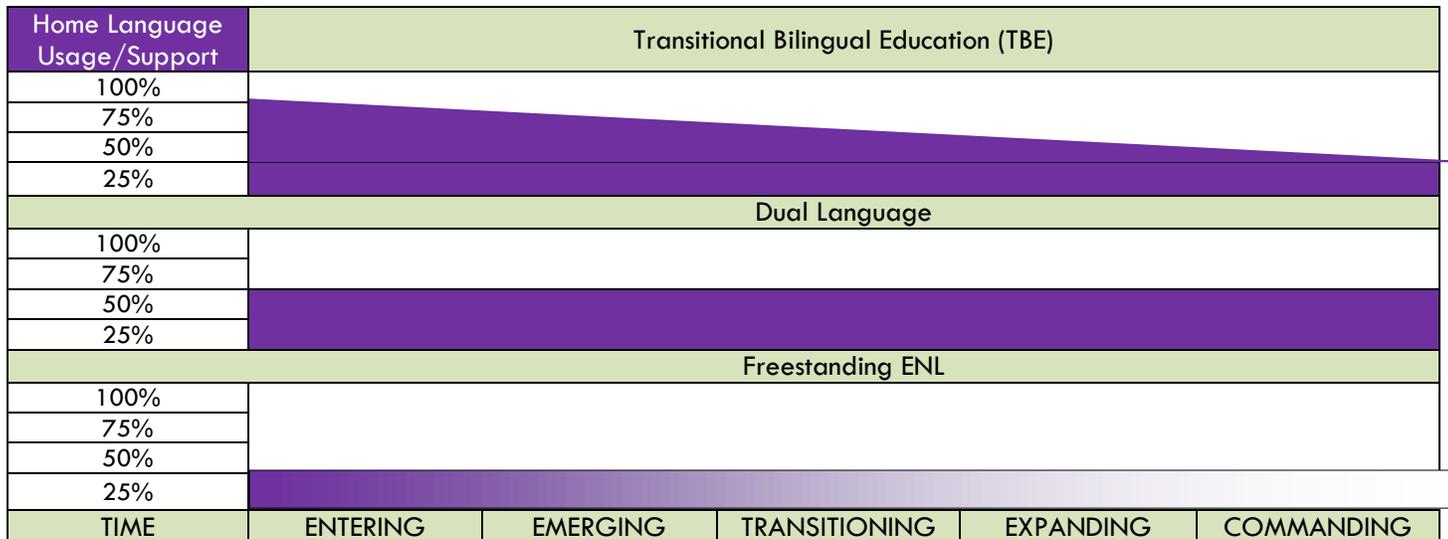


*Note: “other approved services” does not apply to New York City at this time.

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.
The whole school has three periods per week embedded schedule for a targeted-reading intervention for 6th grade ELLs and non-ELLs. The reading intervention program was designed based on the recent NYS ELA result. The reading intervention uses fiction and non-fiction texts, focuses on developing comprehension skills of the ELLs and applies appropriate strategies for the activities. In addition, an after-school program was also designed for the ELLs who performed below standards in NYS ELA and Math tests. Science and Social Studies teachers provide support to ELLs as needed, either before school, after school or lunch time.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current ELL program is effective because of its flexibility scheduling where services can be a combination of stand-alone ENL or integrated ENL. The ENL teacher can serve ELLs in a setting where both content and language development are addressed. In addition, every ELL shows at least a minimum annual academic progress. The annual NYS test results of ELLs in Math, ELA and NYSESLAT shows a minimum to significant increase of scores. This shows that the ESL program offered is effective and is meeting the content and academic language needs of ELLs. In addition, about 50% of last year's ELL population tested out in the ELL program.
12. What new programs or improvements will be considered for the upcoming school year?
More academic and language support materials and online programs being a school that incorporates technology in class will be implemented to fully support growing ELL population in their academic and language needs.
13. What programs/services for ELLs will be discontinued and why?
No ELL services/ programs will be continued. The school ELL program, ENL, will continuously be offered.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Through the school website, all school programs are indicated for easier accessibility by all parents. In addition to the school website, flyers are also given to students describing all school programs available, as well as application letter, in English, Chinese and Spanish. All 6th grade ELLs can access all Arts program while 7th and 8th grade ELLs are to specialize an Art program where they have to stay for two-full academic years and in Spanish class too. The school also offers after-schools program such as Homework Help, sports, cooking and different Arts classes. Academic and non-academic activities offered in after-school program help ELLs improve language skills through speaking and listening with other native English speakers. ELLs' social and communication skills are also enhanced in the after-school activities.
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.
Classroom teachers use computer, Smart-boards and document projector in presenting lessons, worksheets and reading texts to all students, ELLs and non-ELLs. Differentiated worksheets and reading texts are prepared to address different students' learning capability in academic or language acquisition. In Mathematics, tiered worksheets are provided and vocabulary-enhanced reading texts in ELA, Social Studies and Science classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
For ENL program, bilingual glossaries for Science and Math terms and bilingual dictionaries are provided in each class. Each classroom has desktop computers, which ELLs can use for online translation of sentences or group of words to better support them in language acquisition and understanding of academic words. Teachers also create classroom materials by incorporating visual cues in reading texts and writing tasks.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Instructional materials and supplementary fiction and non-fiction texts are carefully selected to correspond to ELL's ages and grade levels and English proficiency.
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).
A "buddy system" will be implemented to assist newly enrolled ELLs, where the new ELL is paired with a student who speaks the same home language and can support the ELL in class. A designated teacher or the ENL teacher will follow-up on this "buddy system" and make necessary changes when necessary through out the year.
19. What language electives are offered to ELLs?
Spanish as a Foreign Language is offered to 7th and 8th graders. ELLs are learning another language in addition to English and their first 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.)
All teachers are encouraged to attend PDs offered through DELLSS. Schedule of PDs offered through DELLSS and other related PD's for ELLs offered through the network are shared to the school staff. There are also grade level meetings and department PDs that addresses some issues of ELLs and discuss appropriate strategies needed to support the ELLs inside the classroom and become successful. In addition, Pupil Accounting Secretary or ENL coordinator attends PD on ATS/STARS related matter that would help obtain accuracy of ELL data.
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?
Each department/grade level team meets once a week to discuss CCLS, collaborates, share different strategies and may discuss current educational research about students (ELLs or non-ELL) and identifies ELLs who might need academic and language support in addition to classroom learning time. In addition, the ENL teacher will be sent to off-site professional development courses that will be offered by DELLSS. The ENL can chose can several PD courses for ELLs from an email sent by the DELLSS and must be approved by the principal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a middle school, some of the ELLs transition to high school a continuing ELLs. The Guidance counselor and the ENL teacher support the 8th grade ELLs as they transition from middle school to high school by guiding them in identifying appropriate high school that can continue supporting them with academic and language development. In addition, the school Guidance Counselor coordinates with the parents of the ELLs to talk about high school admission/application and the best high school for these students.
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.
The ENL teacher/ coordinator receives a list of PDs from DELLSS appropriate for all teachers serving ELLs. The ENL teacher will register to ELL-specific professional development offered from the DELLSS with principal's permission. For offsite PDs, copies of attendance certificate/agendas will be given to the School Secretary for proper documentation, as well as the ENL teacher will keep records of all the PDs attended during the school year.

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?

The school plans to have a mid-year meeting 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. This is an opportunity for parents of ELL to speak with the ENL teacher and understand how the services is provided and what to expect while the student is still in the program. Letters (English or a translated version) will be sent home as invitation for the mid-year meeting, A follow-up call will also be done to ensure that the message has been received in timely manner.

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.

During the mid-year meeting, proper documentation of the activity will be initiated and kept by the ENL teacher/ coordinator. These documentations include the attendance of those who attend the mid-year meeting, letters sent as well as follow-up phones calls done. These documentation will be kept for a year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. LMC has school activities that requires parent involvement, such as volunteering or chaperoning students' activities outside school. ELL parents are invited to volunteer during a school-wide activity such as Thanksgiving Potluck where they have a chance to showcase their native dish. Other activities that involve parents' participation are Meet-the-Teacher Night/Curriculum Night, parent teacher conferences, Talent Show, and more. Spanish and Chinese translators are available during these activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A

5. How do you evaluate the needs of the parents?

Within the first week of school opening and during parent-teacher conference, questionnaires in Chinese, Spanish and English versions are distributed to find out what most parents need in relation their children's education. Chinese and Spanish interpreters are available during school activities, such as prent-teacher conference, Meet-the-Teacher Night, Humanities Night and Math Night, to help and answer parents' inquiry.

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activites address the needs of the parents by being able to meet and communicate with other parents and ask teachers, school staff as well as the administration reagrding issues that involves their ELLs. These activities also give the ELLs' parents and opportunity to understand the school community and be able to undertand the learning environment of their child.

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:

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)
Kelly McGuire	Principal		10/30/15
Benjamin Geballe	Assistant Principal		10/30/15
	Parent Coordinator		
Cesarlina Aviles	ENL/Bilingual Teacher		10/30/15
Cynthia Savino	Parent		10/30/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02m896**

School Name: **Lower Manhattan Community MS**

Superintendent: **Bonnie Laboy**

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.learnndoe.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.

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

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

English, Mandarin, Cantonese, Spanish. At the start of each school year we conduct a survey with all students in every classroom and ask children to indicate their languages used, those of their parents, and whether or not their parents communicate electronically, in writing, etc. using a language other than English. ATS reports are evaluated whenever a new student enters the school or at the start of each school year to determine language history of the family.

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.)

LMC provides English, Chinese and Spanish translation of all documents and communication sent home to families. The Translation and Interpretation Unit or in-house staffs provide Spanish/Chinese translations of all written communication or documents to be sent home with the student. Documents that are translated include the student handbook, curriculum overview materials, field trip forms, and all weekly newsletters from parent coordinators and school administration. Fall parent-teacher conferences are November 17th and 18th, Winter conferences are March 16th and 17th. One month prior to every conference we reach out to families and volunteers to support translation and interpretation for these conferences. Teachers sign up for translators two weeks prior to conferences. All interpretation is handled by in-house staff who speak and write the languages in which the families of our students communicate.

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.

We will hold 4 annual events related to parent-teacher conferences. We also hold 3 curriculum nights per year highlighting a different academic or arts subject area. Finally, we will hold two high school information nights. Translation and interpretation will be available for all of these events.

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.

All annual documents will be translated by on site staff over the summer in anticipation of the upcoming school year. A regular schedule is maintained for translating weekly communications with families, including newsletters and other flyers. All documents sent home are translated.

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.

In house staff, volunteers, and hired translators are onsite for all conferences, curriculum evenings, and parent meetings. Most IEP meetings are translated by in-house staff, however, if needed we use the over the phone translation / interpretation unit.

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.)

All teachers are trained in how to use the over the phone translation and interpretation unit, however, an additional schedule and procedure is maintained for securing bilingual staff for meetings, IEP meetings, and other parent conferences.

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 translation and communication are translated and interpreted to meet the needs of our students and families. Calendars, notices, and other written communications are handled in-house by bilingual staff members. Interpretation is managed by hired translators for sensitive meetings, including IEP meetings, parent-teacher conferences, and other curriculum or evaluation meetings. Events that are of a celebratory nature, we hire translators, but also pair second language families with those who are bilingual - speaking English and the second language. Teachers are able to reliably schedule interpreters and translators for all meetings using either hired translators or in-house staff members. .

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)

All parent surveys, including those that we conduct in-house are translated for families. Additionally, we data from surveys with members of our parent body, including bilingual families.

