



**LYONS COMMUNITY SCHOOL
14K586**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: LYONS COMMUNITY SCHOOL, 14K586 ADDRESS: 223
GRAHAM AVENUE
TELEPHONE: 718-782-0918
FAX: 718-782-5283**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K586 **SCHOOL NAME:** Lyons Community School

SCHOOL ADDRESS: 223 Graham Avenue, Brooklyn NY, 11206

SCHOOL TELEPHONE: 718-782-0918 **FAX:** 718-782-5283

SCHOOL CONTACT PERSON: Jody Madell **EMAIL ADDRESS:** jodymadell@gmail.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jody Madell

PRINCIPAL: K. Taeko Onishi

UFT CHAPTER LEADER: Dan Morgenroth

PARENTS' ASSOCIATION PRESIDENT: Sarita Vaughn

STUDENT REPRESENTATIVE:
(Required for high schools) Hailey Parker

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 14 **SSO NAME:** New Visions for Public Schools

SSO NETWORK LEADER: Derek Smith

SUPERINTENDENT: Ainslie Cumberbatch

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
K. Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Chairperson or Designee	
Sarita Vaughn	*PA/PTA President or Designated Co-President	
Trina Henderson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jared Roebuck	DC 37 Representative, if applicable	
Hailey Parker	Student Representative	
Davonte Whitaker	Student Representative	
Glynnis Farrell	Member/Parent	
Jody Madell	Member/Staff	
Nancy Cintron	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The logo for Lyons Community School consists of three intersecting curves. Each curve represents one of our core beliefs about a good education.

Exposure to new places and ideas

Each week, students at Lyons leave the building to travel on Field Studies to different parts of our city and observe, question and document their discoveries. Our students become savvy travelers, gaining confidence and ease with the classroom that is New York City.

The notion of exposure to new ideas is fundamental within our school as well. Students are introduced to new primary source documents, art forms and ways of thinking about and seeing the world. We encourage them to take chances in class by asking questions, suggesting their own ideas and listening to each other.

Through partnerships with Long Island University, Rush Philanthropic Arts Foundation and the Big Apple Circus, students have opportunities to explore different fields and work with professionals in a variety of school day and enrichment activities.

Knowing students as people

Lyons is a small community with a targeted maximum of 81 students per grade. Our small size allows each student to be known well by teachers, classmates and out-of-classroom staff. Each student has a grade dean and an advisor who is the point person for the student, communicating with students and families through phone and email. Advisors get to know their advisees by working with small groups throughout the week and in one-on-one MAP ("My Action Plan") conferences to reflect, set long-and -short-term goals, and to select courses.

Knowing students as learners

At Lyons, we understand that each learner has particular strengths and needs. We work to get to know each student's strengths and needs in order to do our best work. Over the summer, we perform a diagnostic assessment of each incoming student. The information gained from this diagnostic is shared with grade level teachers over the summer and used as a baseline for curriculum planning and assessment.

Throughout the year, teachers assess learning and plan units of study that meet our students' needs and interests. We also offer electives, called MAP classes, which target Regents-related content or academic support for our high school students. 6th and 7th graders participate in weekly seminars designed to facilitate the transition to middle school.

Benefits of a Liberal Arts Education

Lyons Community School is a liberal arts school. A liberal arts education means that students are exposed to a wide range of topics and ideas instead of focusing studies in one or two fields. The purpose of a liberal arts education is to learn how to think and how to learn. With those tools students can do whatever they wish to do with their lives. Regardless of a student's interests, the better he/she gets at reading and understanding challenging texts, writing well and solving problems, the better prepared he will be for any goal he wishes to accomplish. Now in our third year, Lyons is able to offer expanded courses and after school programming.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Lyons Community School						
District:	14	DBN:	14K586	School BEDS Code:	331400011586		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8		12
	1		5		9	√	Ungraded
	2		6	√	10	√	
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0			89.0/86.5	89.3/ 87.2
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0			83.9	93.3
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		0.0	60.0	74.6
Grade 6	0	53	68	Students in Temporary Housing - Total Number:			
Grade 7	0	0	74	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	0	0	0		0	9	21
Grade 9	0	83	108	Recent Immigrants - Total Number:			
Grade 10	0	0	84	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		0	5	20
Grade 12	0	0	0	Special Education Enrollment:			
Ungraded	0	0	1	(As of October 31)	2006-07	2007-08	2008-09
Total	0	136	335		0	5	20
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	1	0	Principal Suspensions	0	10	144
# in Collaborative Team Teaching (CTT) Classes	0	4	22	Superintendent Suspensions	0	16	44
Number all others	0	14	31	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	N/A	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	17	34	Number of Teachers	0	11	26

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	3	Number of Administrators and Other Professionals	0	2	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	10	% fully licensed & permanently assigned to this school	0.0	100.0	96.2
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	0.0	18.2	30.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	0.0	100.0	65.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	0.0	85.7	100.0
American Indian or Alaska Native	0.0	0.0	0.9				
Black or African American	0.0	41.9	43.0				
Hispanic or Latino	0.0	52.9	52.5				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.7	1.2				
White	0.0	4.4	1.5				
Male	0.0	58.8	52.2				
Female	0.0	41.2	47.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
					√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate	
All Students	X	√SH					
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Other Groups							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	X	√SH					
Student groups making AYP in each subject	0	2	0	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A/NR	Overall Evaluation:	W
Overall Score:	82.1/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	12.3/NR	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	19.0/NR	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	47.8/NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	3.0/ 5.0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Overall, the 2008-2009 school year was one of great growth and success for our school. Our School Report Card score reflected not an improvement to a finished product, but rather definitive improvement in the areas of school culture (for staff, students and families), professional development, and school structures targeting student behavior, attendance, and family communication. Our student and staff populations increased by 50%, yet we retained strong connections between our staff and students, and our school families still benefited from consistent, personalized communication with out-of-classroom staff and student advisors. However, our school has notable room for improvement in the key areas of attendance, student engagement with school activities, academic rigor, and performance on standardized assessments.

Last year, Lyons brought 11 first-year teachers onto our staff. We are proud of the way we have supported and developed these staff members (nine of whom returned this year), but we recognize that regardless of experience - we added 20 new staff members this year, and will add a number of new staff next year – we must improve how our staff are supported in the areas of assessment and classroom management. Student achievement is closely linked to consistent, effective classroom practices, and our passing rates both on the Middle School state ELA and Math tests and the State Regents exams, while somewhat improved, demand our attention. This is a challenge with multiple facets:

- All students must be challenged and assessed appropriately throughout the school year, in proportion to the challenge of statewide tests.
- Students in the middle grades must be provided with perspective on the transitions inherent in the move from elementary to middle school, and middle school to high school.
- High School students must be provided with strong counseling and planning in the area of course selection and credit acquisition.
- Teachers must be encouraged to reflect on their practice in order to keep their instruction aligned with the needs of individual students and the expectations set forth by state standards.

I
In the past two years Lyons students have made significant progress in their performance on NYS ELA tests, in large part due to the professional development, coaching and implementation of Reading and Writing Workshop in ELA classroom instruction. Students in our Middle School are learning to select appropriate independent reading materials, and to integrate their growing reading comprehension skills into various (and cross-disciplinary) writing projects. Although students have

shown some improvement in testing situations, the students still lack the reading skills and stamina or the writing composition and process skills of their grade-level peers. Family conference data indicates that many of our students' families struggle to promote regular, healthy reading habits at home.

- *In 2008-2009 48.9% of students received a passing score on the State ELA Test;*
- *In 2007-2008 15.6% of students received a passing score on the State ELA Test;*
- *In 2008-2009, 81% of students made at least 1 year of progress;*
- *Level 1 and 2 students made an average of .35 (out of 4.00) progress on the state ELA Test.*

II

One key area of improvement that is closely linked to student engagement and achievement is before-and-after school programming and enrichment. Of parents surveyed in 2008-2009, 15% listed better enrichment programs as the most important improvement Lyons could make. In student surveys, certain statistics merited immediate attention, given our school's overall philosophy of liberal arts education and commitment to academic excellence:

- 65% of students received no music instruction
- 72% of students received no instruction in computer skills/technology
- 45% of students did not received tutoring or participate in enrichment programs

While last year our homework help provided many students with valuable extra support from Lyons teachers, our after school programs were as yet underdeveloped. This year we are committed to building an array of school-day and after-school programs that improve student academic support and participation in the arts and sports and which increase the level of overall student participation in school activities at Lyons. Informal focus groups held with Middle School and High School groups indicate that Lyons students are interested in both academic support and "school pride" activities. We know that if our students, are meaningfully involved in their school life – be it before, during and after the school day - will inevitably be more invested in and excited about their education.

As of this writing (1/1/10), we have seen solid enrollment in our Sports and Arts and Big Apple Circus programs, which serve both Middle School and High School students. We hope to maintain and expand these partnerships in the coming months.

III

Attendance continues to be a focus for our school wide improvement efforts. While our 2008-2009 school report card indicates that students feel valued by staff, and that families and teachers feel we have high expectations for students, the Learning Environment Survey data (http://schools.nyc.gov/OA/SchoolReports/2008-09/Survey_2009_K586.pdf) reflects a lack of high expectations on the part of students themselves. Students that skip school consistently have been one of the major factors in our poor attendance. We have a handful of students in both middle school and high school that are overage and come to school rarely. Several of those middle school students were not present for the middle school ELA state exam, which resulted in us not meeting our participation targets for Hispanic/Latino students.

We feel attendance and punctuality is an essential ingredient in creating a school environment in which students challenge *each other*; currently, our attendance is below 90% (see table below), and a number of students are routinely coming to school 10-20 minutes late. Not only are some students losing upwards of 100 minutes of instructional time per week, but over 50 students per day are missing instruction altogether. For a school dedicated to establishing high school graduation and college acceptance as the standard for our students, we recognize that this crucial piece must be addressed.

To this end, we have identified the following areas of need within the category of attendance improvement:

- Promotion and encouragement of perfect attendance and punctuality - as part of an overall formula for academic success - on the advisory, guidance, and classroom teacher level
- Documentation and follow-up of attendance issues by guidance and office staff
- Enforcement of school attendance policies and individual student support by Guidance and Dean staffs

Date	Attendance Rate
Monday (10/19/2009)	89.1%
Tuesday (10/20/2009)	88.6%
Wednesday (10/21/2009)	88.1%
Thursday (10/22/2009)	85.3%
Friday (10/23/2009)	85.7%
<i>Attendance Rate Week to Date</i>	87.4 %
<i>Attendance Rate Year to Date</i>	89.2 %

IV

Lyons students have underperformed on both Algebra and Geometry Regents exams during our first two years of operation. While the passing rate in our mathematics classes is improving, we see strong performance on Regents exams to be a reflection both of content-related skills and test-taking skills.

- *At the writing of this CEP, A total of 32 10th grade students and 24 11th grade students have passed the Mathematics Regents exams.*

We see a need for a multi-faceted approach, incorporating instructional support for teachers, before/after school academic support, regular discussions about Regents preparation during Advisory, and weekend workshops.

V

Although we have seen improvements in most areas of student engagement and achievement, the majority of our students continue to struggle academically.

- *The average 10th grade student at Lyons currently has acquired 13.8 credits;*
- *The average 11th grade student at Lyons currently has acquired 24 credits;*
- *A total of 42 students have passed the Global History & Geography Regents exam;*
- *A total of 28 students have passed the Life Sciences Regents exam;*
- *3 11th grade students have passed the Earth Science / Physical Setting exam;*
- *32 10th grade students and 24 11th grade students have passed Mathematics Regents exams.*

We have a strong teaching staff and a strong professional development framework, and we believe that by refining our teaching approaches – specifically inquiry-based learning – we will see great gains in student learning outcomes. We have seen that we do complex projects with students that they work harder and learn more. However, observations of classroom activities, lesson plans and unit plans as well as conversations with teachers demonstrate that we do not do as much inquiry or project-based work as we can.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Increase the amount of time middle school students spend reading each day. By June 2010, middle school students will read two hours a week during ELA class, one hour a week during History and Science classes, and 65% of students will read independently outside of class time two to three times a week.

Last year we began to implement the Reading and Writing Workshop model in our middle school ELA classes. During the school day students read in their independent reading books for 30 minutes each day. We saw that this led to a dramatic increase in student scores on the State ELA exam. This year, our goal is to increase the amount of time that students are reading independently both at home and at school. In addition to independent reading in ELA classes, our goal is for each student to read non-fiction texts for at least 60 minutes each week in Science and History classes. For homework, our goal is that 65% of students will read independently at home at least two to three times each week.

2. Increase student engagement with school, outside of school hours. By June 2010, 80% of students will participate in school-related activities outside of school hours.

In past years, few of our students have engaged very much with school outside of school hours. Homework completion rates have been poor and after school activities and events have been poorly attended. This year our goal is to have 80% of students participate in school-related activities outside of school hours. Our inquiry team will investigate homework policies and completion rates and each grade team will develop a clear homework system. We will appoint a team of staff that will coordinate after school activities. They will plan activities that meet student needs and will follow up with students and families to encourage participation.

3. Increase time that students are in class. (Decrease absences and lateness.) Our school wide attendance for second semester will be 89% and we will create systems for tracking and improving student timeliness to class.

Our school has been identified as a School In Need of Improvement because we did not meet our participation targets for Hispanic/Latino students during our middle school ELA exam. This reflects a broader issue – we have several students in our school that come to school only one or two times a month and many others that have poor attendance. Last year our school-wide attendance rate was 88%. During the first semester of this year our school-wide attendance rate dropped to 86.5%. Our goal this year is to increase attendance to 89% during the second semester. We will also create a better system for tracking lateness in order to reduce chronic lateness to school. In order to achieve these goals we will have an attendance team of our

administrative coordinator, guidance team, deans and administration, that meets weekly to identify students that are in need of support and to identify ways to improve our systems. Our two-person guidance and five-person dean teams will meet and plan with families and students that have attendance issues.

4. Increase number of students that are successful in mathematics classes. By June 2010, 50% of our high school students (grades 9, 10 and 11) will have passed the Integrated Algebra Regents.

Our goal is that by June 2010, 50% of our high school students will have passed the Integrated Algebra Regents Exam. In order to achieve this goal, 10th and 11th grade students who have not yet passed the exam will take the test in January. This semester they are in math classes that specifically focus on areas that they struggled with last year. Our math coach will work with our newer math teachers on strategies that both work on basics and prepare students for Regents. We will also offer a required 10th grade Field Studies class that is focused on mathematics, and we have started a Math Inquiry Team that will address mathematics issues across the school.

5. Increase percentage of class time that students are engaged in inquiry-based learning. By June 2010, our target group of teachers will have increased their time spent in inquiry based learning each week to 90 minutes for middle school classes and 60 minutes for high school classes.

Early in the year teachers will evaluate how much inquiry-based teaching is currently part of their practice. Classroom observations, both formal and informal, will address inquiry-based instruction techniques. Professional development, through mentoring, co-teaching and co-planning, grade team meetings and full staff PD will explore inquiry. Monthly, the leadership team will review staff progress towards their goals through reviewing classroom observations and coaching notes and will plan additional supports for those who need it. We have selected a target group of teachers – our second year math teachers – who have not been doing a lot of inquiry-based instruction. Over the course of the year, they will increase that amount to 90 minutes for middle school classes and 60 minutes for high school classes.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Minutes from grade-team, leadership team and inquiry team meetings.
- Lesson plans from ELA, science and humanities teachers will demonstrate how much time is regularly devoted to reading.
- Teacherease: Homework records from ELA teachers.
- Reading response journals and reading logs from ELA classes.
- Google-docs: where teachers record goals and make notes of progress on goals.
- Notes from formal and informal observations.

Subject/Area (where relevant): Student Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase student engagement with school, outside of school hours. By June 2010, 80% of students will participate in school-related activities outside of school hours.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will appoint a team of staff (after-school coordinator, athletic director, administration, teachers and support staff) to plan after-school activities that fit students’ needs. • The team will continue to push for participation throughout the year by maintaining contact with families. • A focused investigation into our homework policies and completion rates will be conducted by the inquiry team and grade teams. • Monthly management and leadership team meetings will look at attendance records from after school activities and homework completion data from TeacherEase.com. Our after-school coordinator will participate in those meetings. • Contact with families by advisors will regularly address homework. • In order to help parents to support homework completion, two PTA meetings will be specifically focused on curriculum.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • One person on our out of classroom staff, who is funded through a combination of Title I and Fair Student funding, will take on the additional responsibility of coordinating after school. • We have allocated \$100,000 through both Title I and Fair Student funding for after and before school academic and enrichment programs. • The following partnerships provide programming afterschool: Sports and Arts, Big Apple Circus, St. Nick’s and Rush Philanthropic Arts Foundation. • The inquiry team will conduct professional development with the grade team leaders and with the full staff around homework.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Schedule of after-school offerings. • Attendance records from after-school programs. • Minutes from management, leadership and grade team meetings. • TeacherEase.com records.

Subject/Area (where relevant): Attendance and Lateness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase time that students are in class. (Decrease absences and lateness.) Our school wide attendance for second semester will be 89% and we will create systems for tracking and improving student timeliness to class.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Hire an administrative coordinator that will implement systems for tracking attendance and lateness. • Create an attendance team consisting of administrative coordinator, office staff, guidance, deans and administration. The team will meet weekly to identify ways to review school wide data, improve our tracking systems and to identify students in need of support. • Increase the amount of time guidance staff, office staff and deans work with administrative coordinator to keep accurate attendance records and to make calls to families. • By the start of second semester, set up CAASS machine to improve accuracy of our record keeping. • Guidance team and dean team will meet with families of students that are chronically late or absent to create goals to improve attendance. • Support groups for truant students will be formed and facilitated by deans and school social worker. • Management Team and Grade teams will review attendance data and will develop strategies to improve attendance and decrease lateness.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Administrative coordinator’s responsibilities will be fully devoted to attendance and she will have additional support from parent coordinator, guidance, office staff and deans. The Administrative coordinator is funded through Fair Student funding. • School administration will participate in weekly attendance team meetings and will help improve systems and allocate people and resources to decrease lateness and improve attendance. • Deans will share information about how to work with individual students around these issues in their weekly updates to the grade teams.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Minutes from attendance team meetings.
- Minutes from Management Team and Grade Team meetings.
- Daily attendance records.
- Weekly letters to students, monthly family newsletters and weekly staff memos regarding lateness and attendance.
- Records of dean and guidance meetings with truant students.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase number of students that are successful in mathematics classes. By June 2010, 50% of our high school students (grades 9, 10 and 11) will have passed the Integrated Algebra Regents.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All sophomores and juniors that have not already passed the Integrated Algebra Regents are enrolled in an Algebra class that focuses on topics that students struggled with last year. Those students will take the exam in January. • Our Math coach will work with our newer staff (1st and 2nd year teachers) on strategies that both work on basics and prepare students for Regents. • We will offer co-taught classes where our veteran math staff and newer math staff can teach together. • We will offer 10th grade Field Studies class that focuses on mathematics. • We will start a mathematics inquiry team addressing mathematics issues across the school. • We will administer baseline assessment and practice regents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Math coach, who is funded through Title I PD funding and Fair Student Funding, will meet with each high school math teacher at least once a week. • Co-teaching and co-planning between newer math teachers and veterans will serve as professional development. • High school mathematics team meetings • Math Inquiry Team meets weekly.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Mathematics grades, found in TeacherEase. • Minutes from the high school mathematics team meetings. • Students' performance on the January Regents and mock Regents tests that will be given periodically throughout the year.

Subject/Area (where relevant): Curriculum and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase percentage of class time that students are engaged in inquiry-based learning. By June 2010, our target group of teachers will have increased their time spent in inquiry based learning each week to 90 minutes for middle school classes and 60 minutes for high school classes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff will take a “how much do I do inquiry-based teaching” survey early in the school year. • Administrative team will identify a target group of teachers, whose progress on this goal we will monitor throughout the year. • Each staff member will develop at least one professional development goal that is specifically around inquiry-based instruction. • Classroom observations, both formal and informal, will always spend some time looking at inquiry-based elements in the classroom. • Inquiry-based instruction will play a prominent roll in staff PD, grade team meetings, mentoring meetings, co-planning and co-teaching. • Teachers will complete a similar survey at the end of the year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Leadership team will look at staff progress towards their goals at a monthly leadership meeting. • Staff members that need greater support will be given extra support through coaching or administrative teams. • Professional development support team will pick some strategies to focus on school wide to support the development of inquiry-based instruction, while still giving staff ways of getting differentiated support for their own level of comfort with implementing inquiry-based learning. Our three person coaching staff is funded through Title I, Middle School Success Grant, Lead Teacher Grant and Fair Student Funding. The Assistant Principal is partially funded with Title I ARRA funding.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Minutes from leadership team meetings and PD. • Teacher surveys. • Teacher goals in Google-docs. • Records of formal and informal observations. • Target group teachers’ self-evaluations at the end of the school year.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	19	13			10	11		24
7	35	38	26	25	10	19	4	24
8	29	37	16	37	8	9	5	
9	65	65			16	16		
10	75	75			14	17		4
11	64	64			5	6		2
12								

identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Some middle school students are pulled out of class several times each week for small group or one-on-one tutoring. • All 7th, 9th and 11th grade ELA classes are co-taught, and some 10th grade ELA classes are co-taught, providing additional support to students that are in need. • For high school students, small group instruction is provided during the day through our MAP (“My Action Plan”) classes. These small group ELA classes, designed by the grade level ELA teacher, provide support for developing reading and writing skills. These classes change quarterly. • High School students take a sequence of classes to build research and writing skills. For 9th grade, all students take a class focused on developing independent reading skills. All sophomores take a class focused on developing research and writing skills. All Juniors take a research class in which they write a well-developed research paper. • Optional after-school and before-school homework help is provided daily for high school and middle school students. Study support is also offered during the day to some high school students. • In the middle school, in addition to ELA, which uses the Reading/Writing Workshop model, all students are also enrolled in Middle School Seminar (1.5 hours a week) and Humanities (4.5 hours each week), both of which are literacy-based classes. • All students in the school participate in Field Studies. Field Studies is a course in which students leave the building and study in the community. This course is designed to build literacy skills while engaging students in inquiry-based learning. This class is team-taught, resulting in a lower student to teacher ratio. (Approximately 15 to 1.)
Mathematics:	<ul style="list-style-type: none"> • Middle School students are pulled out of class several times each week for small group or one-on-one tutoring. • Small group instruction is provided during the day to high school students through our MAP classes. MAP classes in Mathematics are designed to either a) support students in developing basic mathematics skills that they are lacking, or b) provide extra support as students prepare to take NYS Regents exams. These classes are taught by Math teachers or Special Education teachers. • Optional after-school and before-school homework help is provided daily for high school and middle school students.

	<ul style="list-style-type: none"> Mathematics-focused Field Studies units (described above) provide students with an inquiry-based experience with mathematics.
Science:	<ul style="list-style-type: none"> Small group instruction is provided during the day to high school students through our MAP classes designed and taught by the grade level science teacher. Science MAP classes are designed to either a) provide students with a different perspective on science by approaching the subject matter in a different way, or b) support students as they prepare to take the NYS Regents exams. All students participate in science-based Field Studies classes in which they explore science through field-based inquiry projects. At each grade level, at least one quarter-long Field Studies unit is dedicated to science each year. Optional after-school and before-school homework help is provided daily for high school and middle school students. Middle School students are pulled out of class several times each week for small group or one-on-one tutoring. One member of our ESL team teaches a Living Environment course for ELLs.
Social Studies:	<ul style="list-style-type: none"> Small group instruction is provided during the day to high school students through MAP classes designed and taught by the grade team teachers. At each grade level, at least two quarter-long Field Studies units during the year provide students with an inquiry-based learning experience in Social Studies. Field Studies classes have a low student to teacher ratio. Optional after-school and before-school homework help is provided daily for high school and middle school students. One member of our ESL team teaches a Global History course for ELLs.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> Our middle school guidance counselor, high school guidance counselor, assistant principal and four community associates provide support and counseling to students when they are having social and emotional difficulties in school. This support ranges from pulling individual students out of class or talking with students when they have been sent out of class to calling families and facilitating meetings with families, students and advisors.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> The Assistant Principal, the social worker, and a small group of middle school teachers lead a support group for students with severe attendance and other issues that have prevented them from being successful in school. The Assistant Principal leads the PPT, which meets weekly to identify students that need additional support through one-on-one or small group counseling.

	<ul style="list-style-type: none">• The PPT also works closely with the grade team deans and advisors to identify which students need additional support.
At-risk Health-related Services:	<ul style="list-style-type: none">• We use the school-based health providers on an as need basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES 9–12 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

1. Language Allocation Policy Team Composition

SSO/District New Visions	School Lyons Community School 14K586
Principal Taeko Onishi	Assistant Principal Nicholas Merchant–Bleiberg
Coach Matt Finn	Coach Jody Madell
Teacher/Subject Area Joshua Lewis/ESL Teacher	Guidance Counselor Carmen Acosta
Teacher/Subject Area Robert Whiteman/ESL Teacher	Parent Sarita Hinds
Teacher/Subject Area Peter Litman/ESL Teacher	Parent Coordinator Minerva Cantor
Related Service Provider Cynthia Loor	SAF Veronica Yurick
Network Leader Derek Smith	Other

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	495	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	10.71%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____

Number of third language speakers: ____

Ethnic breakdown of EPs (Number)

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	9	10	11	12	TOTAL
Spanish	8	11	5		24
Chinese					0
Russian					0
Bengali					0
Urdu					0
Arabic	1	1			2
Haitian Creole					0
French					0
Korean					0
Punjabi					0
Polish					0
Albanian					0
Other	1				1
TOTAL	10	12	5	0	27

Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
NLA Usage/Support	Dual Language
100%	
75%	
50%	
25%	

	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to, ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

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

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)					
	9	10	11	12	TOTAL

Beginner(B)	8	4			12
Intermediate(I)	2	6	2		10
Advanced (A)	1	1	3		5
Total	11	11	5	0	27

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
LISTENING/SPEAKING	B	2	1		
	I	1	6	1	
	A	3	4	2	
	P	0	1	1	
READING/WRITING	B	2	3		
	I	3	3	2	
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I	8	4	2	2
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				

Living Environment	1			
Physics				
Global History and Geography	3	2	1	1
US History and Government				
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part VI: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Merchant-Bleiberg	Assistant Principal		
Minerva Cantor	Parent Coordinator		
Joshua Lewis	ESL Teacher		
	Parent		
David Bally/History	Teacher/Subject Area		
Caroline Suh/English	Teacher/Subject Area		
Matt Finn	Coach		
Jody Madell	Coach		
Carmen Acosta	Guidance Counselor		
Veronica Yurick	School Achievement		

	Facilitator		
Derek Smith	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6th – 11th Number of Students to be Served: 83 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) 1 certified TESOL teacher as testing coordinator

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At Lyons all curriculum is developed based on our staff's careful analysis of New York State tests and New York State Standards. As a new school, we are in the process of creating a seven-year, inquiry-based integrated curriculum that supports students in developing the skills that they need to be successful on state tests, but that also prepares students for college and career. As a liberal arts school, our goal is to prepare students to think and to be creative problem solvers. We encourage students to see connections among the disciplines, and at the same time we work to build literacy and numeracy skills throughout the disciplines. Curriculum planning is done and differentiated instructional plans and materials are created through a combined effort of our ELL instructors and the content-area teachers. In order to insure that the curriculum is meeting the ELL students' needs, teachers compile and compare data based on test scores and other assessments at weekly grade-team planning meetings.

We have a classroom dedicated for use as an ELL resource room. All three of our ELL instructors are licensed by New York State in TESOL. One is QTEL certified and one is Exc-ELL certified. All instruction is done in English. The ELL resource room contains a classroom library of books and other materials for ELLs.

ELL students receive a number of different types of direct instruction, from total physical response, to cooperative learning, to work with realia and manipulatives and more, including explicit instruction in academic writing skills. Additionally, students spend time working independently on dialogue journals, independent reading and response using appropriately leveled books, and skills based writing practice. We also have a collection of books on tape, educational music, and other audio tools for students to use to improve their listening skills and in conjunction with reading and writing curriculum.

Hours of instruction are as follows:

Middle School

Periods of ESL instruction per week: 6 for 1.5 hour periods, plus one one-hour period or 10 hours per week.

Number of students in each class: Four periods of 13, 2 periods of 9

Level of each class: 4 periods beginner, 2 periods intermediate/advanced

Type of instruction: Beginners are self contained, others are pull out

High School

Periods of ESL Instruction per week: 26 1/2 hours of ESL each week.

Period lengths are generally one hour, with some 45 minute blocks.

Number of students per period: max of 5 for 19 hours, max of 21 for remaining hours

Level of each class: High School teachers teach 7.5 hours in mixed beginners, intermediates, and advanced groups, the remaining 19 hours are taught in groups of either beginners or intermediates.

Type of Instruction: one self-contained global ESL class, one self-contained science ESL class, and the rest is pull-out ESL ELA instruction and support.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Funding from the ELL Success Initiative Grant will be used to provide training in the RIGOR program for staff that works with middle school and 9th grade students. A senior certified TESOL instructor will lead sessions about working with ELLs on staff development days. The ELL team is also using the Achieve 300 program, getting appropriate professional development to use this program.

Professional development is also incorporated into of co-planning and grade team meetings for all staff across the school. The ELL staff works with grade teams to provide support in working with ELLs as well as doing push-in and co-teaching, which allows staff to learn from ELL teacher modeling.

Form TIII – A (1)(b)

School: Lyons Community School

BEDS Code: 331400011586

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
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	\$3,000	These funds cover 3.84% of one of our ELL teacher's salary. It is used to cover additional teaching time, rather than mandated time.
Purchased services <ul style="list-style-type: none">- High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">- Must be supplemental.- Additional curricula, instructional materials.- Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$3,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Student files are analyzed for Home Language Identification information. Incoming students are interviewed and their families complete the Home Language Identification Survey in the appropriate language (the Survey is retrieved in the appropriate language using the ELL section of the New York City Department of Education Web pages on www.nyc.gov)

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

The families of the majority of the ELLs at Lyons speak Spanish. The Parent Coordinator, several other people in the office and many of the teachers at Lyons are either native speakers of Spanish or can speak Spanish fluently. A small but growing percentage of families of ELLs at Lyons speak Arabic. The Lyons staff uses Arabic documentation provided on the Web site (as per above) for these families.

Part B: Strategies and Activities

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

The school will provide documentation and translation in Spanish via school-based staff. The school will reach out to the New York City Department of Education's centralized translation services on an ad hoc basis for any translation needs falling outside of our internal capabilities.

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

The school will provide documentation and translation in Spanish via school-based staff. The school will reach out to the New York City Department of Education's centralized translation services on an ad hoc basis for any translation needs falling outside of our internal capabilities.

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

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

This documentation will be distributed both by mail and at ELL information meetings for parents.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

The posters have been received and will be posted by October 31 in an agreed-upon location.

C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

The school can and will accommodate all Spanish-speaking families. The school will rely on the centralized translation services of the New York City Department of Education to provide this information to parents of all families whose language is not English or Spanish.

D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

This does not apply to Lyons in terms of the number of current ELLs as a percentage of the student body.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Lyons will make use of the aforementioned translation services on an ad hoc basis for languages other than Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$485,595	\$48,585	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,856		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$486	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,280		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,429	
6. Enter the anticipated 10% set-aside for Professional Development:	\$48,560		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,858	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV – Needs Assessment, page 9.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We just completed our first year as a Schoolwide Title I school. This year we have continued with the changes we made last year that were successful, such as keeping student-teacher ratio small by having extra support and enrichment classes, and classes with our most struggling students both co-taught and co-planned. Reducing the student-teacher ratio in many of our classes allows for students to get additional academic support. Our school day is seven hours long, five days a week, with an hour of strongly encouraged homework/academic support after school for targeted students.

In our high school we have an electives program where our students are in smaller classes for six hours a week. These classes are specifically designed each quarter to meet the needs of the individual students in each grade. For example, a student who needs extra support in mathematics will get an extra three hours a week with a mathematics teacher. A student who excels at reading may be in a class where more challenging texts are read, written about and discussed. Instead of simply dividing the number of students into equal sized classes we have a wide range of class sizes to accommodate student need. Classes range in size from 5 to 27, with students with the greatest need in the smallest classes.

We are continuing our Urban Workshop (www.urbanworkshopnyc.org) program which takes 20 students each quarter and has them engaged in community construction projects for half of each school day. While learning carpentry and construction basis, the students are also learning literacy and math skills to support their academic work in the morning. Most importantly they are gaining essential skills, habits and attitudes around hard work and school. The goal of the program is to get students re-engaged in school enough to take on all aspects of school. We are also continuing to expand our peer mediation and peer mentoring programs. Twenty students each quarter are members of the peer mediation class, learning and practicing counseling and support work with students throughout the school. All these programs are designed to focus intensively on a small number of students, but with the end result of them bringing back their newfound knowledge to the entire community. Other classes are non-credit bearing classes designed to offer extra academic support to students in small groups. Teachers help students with work from their other classes, presenting the work in other ways and modes, continually looking for ways of engaging and improving understanding.

We also have two guidance counselors and a social worker in addition to a team of four community associates working with our students to provide them with the social emotional support necessary to be successful academically. Additionally each student has an advisor who is in regular contact with the student and her/his family about academic and social-emotional needs.

3. Instruction by highly qualified staff.

All of our staff are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Each of our staff members has a personalized professional development plan, jointly designed by themselves, their mentor if they have one (which all of our first and second year teachers do) and a member of the leadership team. The plans are focused on ways of improving everyone's ability to support our students' academic and social-emotional needs. All staff members who work with each particular staff member has access to an online document where goals are delineated and fleshed out, along with a brief summary of all meetings involving the staff member and people working with them. The meeting summaries are accompanied by next steps. In this way each person who works with an individual can easily see what others have been talking to the staff member about and see what the next steps are for the individual. We are using the Santa Cruz professional teaching standards as guidelines for our professional development work with teachers.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Lyons conducts a nationwide search for highly qualified teachers starting in the early spring of each year. We literally get thousands of resumes and cover letters sent to us each year. As an expanding school, which is adding grades each year, we know early on that we will have to be hiring teachers in each of the subject areas. Moving from our second to third year we only had one teacher leave our school at the end of the school year. However, since we added two more grades, we still hired another 14 teachers. This made attracting and finding excellent and highly qualified teachers to work at our school crucial. We have a rigorous hiring process that involves focus groups, demo lessons, multiple interviews and extensive reference checks. We were part of our PSO New Visions Model Staffing Initiative, which gave us the added support of New Visions hiring team. They were able to find far more resumes from different sources, help us with hiring fairs and with the marketing of our school to potential employees. We advertised the openings at our school on various Internet sites and listservs in addition to the more conventional DOE ways through the Open Hire and RMS.

We are also part of a joint New Visions – Hunter College partnership called the Urban Teacher Residency, which enables us to have an additional four first year teachers who are residents working with four of our more experienced teachers for the entire school year. We participated in their hiring process, interviewing and helping to select the cohort across New Visions schools as well as ones for our own school.

6. Strategies to increase parental involvement through means such as family literacy services.

Our parent coordinator, team of four community associates, social worker, guidance counselors and advisors (which 90% of our teachers are) all work on improving family involvement. In fact, the home school connection is our professional development focus for the school year. We

have been able to greatly improve our support to families this year. All families are in regular contact with their child's advisor. They are also called by classroom teachers when the child does something noteworthy. We have been working to strengthen this program by using other ways of contacting and reaching out to family members, particularly electronic ways of communication including email. Our PTA is growing in number and we have parent volunteers who spend time in the school and when we travel on a weekly basis, as well as helping us out at other events. We have also seen an increase in families attending our monthly family events. We have been having multiple events happen on the same day in the homes that the variety of events will bring families in and the other events will help get people to stay. For instance this coming PTA meeting will have school leadership elections, and SES providers fair, math curriculum night and an asthma presentation from the local hospital. Our two guidance counselors have also been working to get more family involvement through focusing on the high school and college application processes. Though we do not yet have seniors, we are working on talking to families throughout the year about the road to college and post high school career options.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers are part of a grade team that meets twice a week to discuss the needs of students in that particular grade. They are the primary people responsible for all changes made to the students' instructional program. When questions arise about programmatic changes for students, the proposal is brought to the grade team for discussion and advice. They have weekly kid talk meetings where the needs of the students are discussed and action plans formulated and brought to the administrative and other decisions making teams. Most teachers are also advisors that meet regularly with students to discuss long term and short-term goals, along with a plan for reaching those goals. They use available resources like our online grading program, teacherease, ARIS, notes from kid talk meetings, observations from staff, etc... to help advise the family and student. Students with more intensive needs will also meet with our community associates, guidance counselors, social worker and administrators. Teachers are also always welcomed to attend, and many do, our weekly management team meeting where policy decisions for the school are made, allowing them to have direct impact on decisions regarding all aspects of the students' experiences at school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our advisory and bi-weekly grade team meetings systems allow us to uncover and assess students' needs on a timely basis. We give staff time to do MAP conferences with their advisees, as well as time to look at their advisees' progress reports on a weekly basis. They are aware of issues as they arise. With this information, grade teams determine the most pressing need for individual students and design the upcoming quarters classes according to those needs. As grade teams we are constantly making adjustments to best meet the needs to our students, these can be small changes that can be done overnight or larger changes that demand scheduling changes and different class configurations.

Data is collected through conversations with the students and their families, particularly in formal goal setting meetings (MAP meetings), trends in their progress reports (teacherease), and observations by staff. We also have PPT meetings, inquiry team meetings, etc... that focus on student need by starting with individual students.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our social emotional support team, which consists of our assistant principal, social worker, both guidance counselors, four community associates, parent coordinator and teachers, in conjunction with our principal and program director work to address all the Federal, State and local programs and service that fall under NCLB. On an as needs basis we address the needs of individual students, coordinating with the appropriate outside organizations to get the necessary services.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: SINI Year 1 Basic Improvement **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

In the school year 2008-2009, a number of our now 7th and 8th grade students, predominantly Latino students, did not participate in NYS State ELA Test because they were absent for the test and for the make-up test dates. We recognized that these students were not only struggling academically but were also not meaningfully engaged with school, and that our traditional strategies at increasing that engagement did not work.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We will implement the following strategies targeting students with attendance issues, including the subgroup of Latino students:

Small Group Pullout and Individual Counseling

Our school social worker and middle school guidance counselor will work with small groups (3-5) to discuss issues relating to attendance and lack of engagement with school; in addition, the social worker and guidance counselor will counsel students individually on a scheduled and drop-in basis. These staff members will also reach out to families of students with poor attendance to figure out better support systems for both the families and students.

Coordination between Dean Staff, Guidance Staff and Attendance Team

Our Dean Staff meets with students daily, and collaborates with classroom teachers both in grade-team meetings and on an as-needed basis. Deans and guidance staff also meet with families. In addition, as part of our weekly Attendance Team meeting, the Deans and Guidance Staff report out on the progress of students in these subgroups.

Academic Support

¹ School Under Registration Review (SURR)

We with our SINI grant we will hire an F-status ELA teacher who will run small groups in our middle program with our struggling students. We will also provide English support through the Rosette Stone language computer software to help our student, particularly our Hispanic/Latino student, in English literacy and fluency. Finally we will give our middle school staff, through per session funds, additional time for planning and tutoring with our students. These supports will enable us to make sure that students who have poor attendance and who are struggling academically, are getting the literacy and language support to be more successful students.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

We have set aside \$48,560 of our Title 1 funds for professional development. This covers part of the salary of one of our instructional coaches. All of our coaches work with teachers to increase student engagement with school and to improve the quality and rigor of instruction. Our expectation is that improved instruction along with myriad social and emotional supports will improve attendance.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher mentor program is one of the strongest aspects of our school. We have three instructional coaches that co-teach with teachers as well as observe, meet and plan with them. We also have a large number of experienced teachers on staff that serve as mentors to the newer teachers. All teachers, even experienced teachers, have other teachers (or administrators) that they meet with regularly to share ideas. This structure has created an environment where all teachers have others to share ideas with and to work with to develop strategies for improving their practice. All staff at the school engage in regular goal setting around their practice. Goals are entered into an electronic database, so the principal and coaching team can read goals and offer appropriate, differentiated support for teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents were notified of our SINI status by letter. In addition to English, we have the letter in Spanish and in Arabic.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a third year school, we are currently in the process of creating a curriculum map with the goal of addressing the issues that are described above. We received two grants last year that will enable us to pay teachers to work on develop our "Curriculum on the Wall" (COW). The COW will be a public document with benchmarks in various competencies and disciplines. It will be organized around habits of mind and heart and will align with the state curriculum. Mentoring of teachers in the ELA and History departments, conducted by more experienced teachers in those fields is aimed at identifying weaknesses in the planned and taught curriculum such as those described above, and working to improve instruction. This year, for the first time, we are big enough to have departments and department chairs. Our department meetings focus on these issues.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA teachers are very knowledgeable about the state standards and work closely with each other to ensure that the work that students do each year builds on the work done before. Although most students come to Lyons with literacy skills that are below grade level, the ELA department, Inquiry Teams, and grade teams study the question of how to accelerate students' literacy development. ELA teachers also work with teachers from other areas to insure that the grade team is working in a cohesive way to build speaking, listening, writing and reading skills.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although this finding is not applicable to Lyons, our grade team and department team meetings will regularly continue to examine the taught curriculum and address ways to improve consistency and depth.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our middle school program currently uses a modified version of Connected Mathematics. Like the Everyday Mathematics program and Impact Mathematics program, it is aligned with most of the New York State content strands. However, we use the Connected Mathematics program only in so far as it helps our teachers address the found needs of our students as we strive to teach the New York state content and process strands. We use the NYS standards as our primary guide, along with assessments of our students needs, and develop the curriculum on our own. We have a COW for our mathematics program as well, which was developed from accepted mathematics programs, such as Connect Mathematics, the state standards and the state assessments our students will be taking. In high school we use the Key Curriculum materials much the way we use the Connected Mathematics materials in the middle school. They give us tremendous resources, but are not our only source of information. Instead we rely more heavily on the experience and expertise of our veteran mathematics staff, the state and NCTM standards, and close analysis of the state tests our students take.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our math coach, along with the school's principal, who is a former mathematics teacher and math coach, work closely with the math team to address the issues identified above. The coach meets weekly with each math teacher to examine the curriculum, look for gaps in student understanding, and find ways to improve the depth of student understanding of mathematical concepts. Much of the challenge comes not from the possible curricula or books we could be using as resources, but the gaps in our students' understandings of mathematical concepts that should have been addressed earlier in their academic careers. Our Mathematics Inquiry Team and Mathematics department are studying gaps in student understanding so we can better serve their needs.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Although this finding is not applicable to Lyons, we continually examine the depth of student understanding and aim to address weaknesses through professional development of our math teachers as well as through small group instruction.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated

instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Through formal and informal observation, our principal and other members of the leadership team assessed whether the findings mentioned above were true at Lyons. We also used the progress report data from the various ELA classes to see how students were doing according to their teachers in terms of class work, homework and time on task through class participation.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In our middle school, our ELA teachers use the Reading/Writing Workshop model, which relies very little on direct instruction. Approximately 25% of a typical Reading/Writing Workshop class is devoted to direct instruction, where the teacher is either reading aloud to the students or giving a mini-lesson. The rest of the class time is spent with students involved in independent reading and writing projects. The benefit of this model is that it is entirely differentiated, so each student is always working at his or her own level.

Our high school ELA classes rely more heavily on direct instruction and independent work in class. This is largely due to the fact that we have found that most students come to Lyons with very little experience in instructional modes other than those. Many students are not ready for more student-centered work when they first arrive.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

An explicit goal of the school is to support students to develop the skills to learn independently – this includes the ability to learn through discussion with peers. To those ends, high school ELA teachers scaffold students group work by initially helping students to work well with only a partner, then helping them to work up to groups of three or four. They also scaffold the development of full class discussion/seminar skills. The issue of how to support student learning as the teacher decreases reliance on direct instruction is an on-going focus of ELA department and grade team meetings.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Through formal and informal observation, our principal and math coach assessed whether the findings mentioned above were true at Lyons. We also used the progress report data from the various math classes to see how students were doing according to their teachers in terms of class work, homework and time on task through class participation.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

With the support of our math coach, or principal who is a former math coach, and our veteran math teacher, our math team is actively striving to make mathematics instruction at Lyons more hands-on, student-centered and rigorous. Challenges to this work are the attitude many of our students feel towards mathematics and towards themselves as mathematicians. Since they do not see themselves as successful math students, they often do not do the work as seriously as they might otherwise. Our staff has struggled with finding work students can be successful enough at, while moving them along the mathematics continuum, allowing them to make the necessary progress to reach the high expectations we have for them. We have observed that as our students have become more experienced in learning this way through their years at Lyons, they have become more comfortable with hands-on, rigorous math.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to work with our math teachers, giving them appropriate feedback about raising the expectations for our students in a realistic and supportive manner. We are also offering new high school courses, co-taught by veteran and new math teachers that are fully devoted to inquiry-based learning in math.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We took an account of which teachers started the school year with us and which ended the year with us.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All but two of the teachers that ended the school year with us in June, started with us again this September. One of those teachers was counseled to leave. However, during the 2008-2009 school year several teachers left, three of whom were all filling, and then refilling, the same position. Also, as a growing school, we have many new teachers each year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to mentor and support teachers closely to insure that teachers feel supported and want to remain at Lyons. We will also continue to counsel teachers that are not a good fit for the school to look for jobs elsewhere.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Identifying best practices for working with ELLs has been a professional development goal for many of our teachers. We have sought to meet that expressed need by having our ESL team provide professional development to the entire staff and has also worked closely with the teachers that work most closely with ELLs.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although many teachers still do not feel that they have all the skills that they would like to have to meet the needs of ELLs, they do feel that they have access to information about how to expand their skills. We hired an additional ESL teacher this year, expanding our team to three. Each teacher in the ESL team spends some time team teaching with general education teachers, and all attend team meetings.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to ask our ESL team to provide professional development for the staff.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Nearly every teacher in the school co-teaches with a Special Education teacher for at least part of their program. The Special Education teachers, through co-planning and through team meetings, assess their co-teachers understanding of IEPs of the students in the grade and work with the Special Education Lead Teacher and the Assistant Principal to develop a school-wide assessment of professional development needs around Special Education.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In addition to sharing best practices through co-teaching and co-planning, Special Education teachers provide information about specific students' IEPs in team meetings. We also provide support to teachers through PPT meetings and through coaching and mentoring. However, many teachers at our school are first or second year teachers and need further professional development to expand their skills to meet the needs of Special Education students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We will continue to provide professional development for teachers that need support through PPT, team meetings and coaching and mentoring.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We conducted a review of our IEPs.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The review of our IEPs revealed that many needed to be revised to include more specific information.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Our Assistant Principal and our Lead Special Education teacher have been training our Special Education teachers in how to write IEPs. Many of our Special Education teachers are first and second year teachers and need consistent support in writing IEPs and communicating their content to the general education staff. As well, this year we have made it an explicit goal of the Special Education team to have general education teachers play a bigger role in IEP meetings. We have been working with a specialist from the ISC who has provided support in this area.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As of September 24, 2009, we had 12 students living in temporary housing. To the best of our knowledge that number has not changed since that date.

2. Please describe the services you are planning to provide to the STH population.

Our guidance counselors have reached out to all the students in temporary housing as well as their families, though we have not been successful in reach all the families. Based on the individual needs of the students we provide them with a variety items from a menu of support services. These support services include counseling, financial assistance for emergency supplies, a place to stay if they need to remain in school past regular school hours, after-school and before-school programs to help them be more academically successful in school.

We have McKinney-Vento Act posters visible in our school, and will work to continue to outreach to families to offer them assistance as needed. Both our of guidance counselors act as liaisons for families when they need assistance with other government services available to them. They have also met with the DOE representative around the McKinney-Vento Act. Other members of our staff get brought in as necessary to help with other resources such as metrocards (our transportation coordinator), academic support (grade team leaders), additional emotional support (advisor and deans). We have also at times kept in close contact with the place of residence, offering support to help supervise a child when a parent is at work. We will continue to offer this kind of communication, as well as with other city officials working with the families.

APPENDIX 2: PART A – ATTACHMENT 1

Language Allocation Policy

Lyons Community School 14K586

October 2009

Lyons Community School uses a blend of self-contained, push-in and pull-out models for ELL services. At present we have six groups of students, middle school beginners, high school beginners, middle school intermediates, high school intermediates, middle school advanced and high school advanced students. Each grade level receives ESL instruction based on their level of proficiency according to the NYSESLAT and/or LAB-R. Each proficiency level has their own program, though there are some classes that are taught with multiple proficiency levels included. All students are given at least the mandated amount of time in our ELL program.

Lyons uses a combination recommended instructional approaches to reach all of our students most effectively. Our overarching philosophy is one of inquiry based learning, where students do as much hands-on and experiential learning as possible. Based on internal formative assessment, we determine the specific literacy skills that will support student learning. Based on the reading workshop and writing workshop models our ELLs have mini lessons around essential skills then are given support as they practice these strategies. Classes are differentiated to meet the needs of a wide of needs.

Our students at the various proficiency levels are given the following amounts of ESL instruction with a certified ESL teacher:

- Middle School Beginners – 6 hours a week
- Middle School Intermediates – 6 hours a week
- Middle School Advanced – 3 hours a week
- High School Beginners – 10.5 hours a week (1.5 hours more than is mandated)
- High School Intermediates – 6.75 hours a week (0.75 hours more than is mandated)
- High School Advanced – 3 hours a week

Our high school advanced students are also given 3.75 hours of English Language Arts instruction and our middle school advanced students have 6 hours of English Language Arts instruction. We do not have a TBE or DL program, so we do not provide Native Language Arts instruction to any of our students.

Our students still receive all of their mandated subject area classes throughout our school day. We have an extended day build into our schedule for all of our students, in addition to various elective classes for our high schoolers. Our middle school students receive ELA support in the form of humanities as well as their other enrichment classes such as theater.

Those we have identified as SIFE students are given additional support within our ELL class. In addition to ELL services, they are also given more basic literacy support through direct instruction, appropriate technology and support in their native language if it is Spanish. The education for ELLs with different years in the country is done on an individual basis, as students make progress with English at different rates. All students are explicitly and holistically prepared for the state tests through direct instruction, workshop model and targeted practice. Our ELLs who also have IEPs receive both their

mandated ELL services as well as their special education support services as determined by their IEP.

Middle School program

Lyons Community School also includes middle school grades. Although the High School worksheet is attached, the middle ELLs are served as follows:

Pedagogical Staff

There are three full-time certified ESL teachers on staff and one certified Native Language Arts teacher. ELLs in the middle school grades at Lyons receive instruction from monolingual English-speaking certified subject area teachers. The monolingual subject-area teachers meet regularly with the ESL teaching staff to discuss ELL strategies and progress.

Demographics

Lyons Community School has a total population of 495 students, of which 26 middle school students are ELLs. Combined with Lyons High School, there are 53 entitled ELLs in the school, or about 10% of the population.

ELL Identification Process

Like in our High School, new students families complete the HLIS as part of the enrolment process. The enrolment process also includes several interviews with the administration and an ESL pedagogue conducts an interview if there is reason to believe, based on the HLIS or an earlier interview, that the student may be an ELL. Joshua Lewis or Robert Whiteman, certified ESL pedagogues conduct these interviews. Students who have been enrolled in the New York City school system in the past will have their data retrieved from ATS and their NYSESLAT and LAB-R scores analyzed upon enrolment at Lyons. Parents are given the information from the Parent Toolbox in their native language and advised on the different program options they can choose. Entitlement letters are delivered by US Mail once annually. Entitled students are placed in the appropriate cohort and classes after a careful review of initial writing samples elicited by Lyons' ESL pedagogical staff. To date, parent choice has aligned with the free-standing ESL program currently in place.

ESL Program

The ESL program at Lyons is a free-standing program that uses a combination of self-contained and push-in/pull-out instruction. Robert Whiteman, certified ESL teacher delivers the required number of minutes for all levels to all students in grades six through eight. Middle school students at Lyons are grouped homogenously by ESL proficiency level in each grade. The program makes use of both teacher-created materials and published ESL textbooks. The program also makes use of the RIGOR program and the Achieve3000 online reading program. Subject-area teachers consult with the ESL teaching staff or the Native Language Arts teacher to provide teaching materials with native language support ELLs in the middle school grades.

Professional Development

Non-ESL teaching staff receive instruction from the ESL teaching staff as well as outside consultants during staff meetings and professional development days. The staff, pedagogues, clerical, paraprofessional and administrative, take part in these sessions, which total at least 7.5 hours

Assessment Analysis

ESL teaching practice at Lyons in both the middle school and high school is guided by both New York State data and individually produced data from the classroom. Each student's NYSESLAT and project-based data are analyzed to monitor progress and deliver targeted instruction where needed.

APPENDIX 4: PART B – ATTACHMENT 2

Lyons Community School Family Involvement Policy

At the Lyons Community School, we believe family involvement is essential to our success as individuals and as a community. Our family involvement policy consists of three key documents: Our School-Family Compact (see attached), the 2 Hour Power Pledge, and our Student Handbook. In conjunction with our regular communication systems with families – advisor phone calls, our Teacherease grading system, our PTA, - and the ongoing work of our Parent Coordinator, these documents represent the common understanding and commitment on the part of staff, students and families to make Lyons the best learning community it can be. The School-Family Compact is distributed and collected at the start of the school year, and revisited at the quarter mark during family conferences. The 2 Hour Power Pledge will be discussed during our second PTA meeting, and introduced as part of our October Family Involvement Recruiting Drive. Our Student Handbooks are distributed at the start of the school year, and form the basis of our advisory curriculum. Advisories meet three times per week in the middle grades and once each week in the high school. Most importantly, the Lyons Family Involvement Policy is designed to reflect how the diverse talents, interests and experiences of our entire family community can best support the school's mission and vision.

The School-Family Compact

The School-Family Compact consists of basic agreements on the part of students, staff and families which promote a safe, productive and supportive school environment for all members of the community. The document is signed by the principal, student and parent or caregiver. The

compact will be revisited during family conferences where applicable, and at the end of the school year on the committee level.

Progress Reports, Report Cards and Family Conferences

Four times each year, Lyons families receive progress reports or report cards that detail their child's academic progress in school. Progress reports and report cards, created using our online grading program Teacherease, provide detailed information about completed or missing assignments, conduct and skills acquisition. Teacherease is always accessible online all year long to families and students, and is updated weekly by teachers. Formal family conferences are held once in the Fall semester and once during the Spring, but families are encouraged to schedule conferences with teachers whenever there is concern about or interest in student progress.

2 Hour Power and Volunteering

2 Hour Power, a program created by PTO, promotes a minimum commitment of two hours from each parent or caregiver in the school community. At the start of the school year, a letter about the program is sent out along with a survey and pledge form, which adult family members fill out and return (see attached). This allows our school to collect and use information about family interests, skills and availability to target family volunteering opportunities effectively.

Parents and caregivers are encouraged to volunteer in the following areas of Lyons school life:

Breakfast, Lunch and Hallway Support: This is an important time of day at school, a time where students benefit from extra supervision and support. Family involvement at these times ensures smoother transitions and increased student respect for our school building. Hallway monitoring is key to promoting a safe and orderly school environment.

Fundraising: Families are encouraged to make phone calls and supervise fundraising efforts at school, such as t-shirt and bake sales.

Office Support: There are numerous ongoing opportunities for family members to volunteer in our main office, such as the organization of schoolwide mailings.

Classroom Support: Lyons teachers enjoy collaborating with families in the classroom. Family members are encouraged to volunteer as Field Studies

escorts and small-group assistants and to lead student learning in their fields of interest or specialty. Before working in our classrooms, as in all areas of school volunteering, families meet with school administrators and teachers to establish common expectations and roles, so that volunteers can make meaningful and constructive contributions in the classroom.

Committees

The Parents & Teachers Association meets on the final Tuesday of each month at 6:30 PM. PTA meetings are announced in our school newsletters and on our school website. Our PTA meetings are open to all families and students alike. Family members are encouraged to...

"...Attend all possible PTA meetings; Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups." (Lyons School-Family Compact)



SCHOOL-FAMILY-STUDENT COMPACT

Lyons Community School and the families of our students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how family members, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve their greatest potential, which include the State's high standards. We will agree to build a safe, healthy, collaborative community that is responsive to all its members.

This school-family-student compact is in effect during the 2008-2009 school year.

Lyons Community School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Design classrooms that promote collaboration, independent access to classroom materials, curiosity about the world and ongoing interest in school curriculum;
 - Provide teachers with regular individual support and professional development around curriculum design, instruction and assessment that addresses the needs of diverse learners;
 - Instill, in all classrooms and courses, a spirit of questioning and a pursuit of deep understanding that promotes meaningful, self-sustaining learning in our students;
 - Provide students with coursework that taps into their interest and connects to real-world subject matter;
2. Hold family-student-advisor conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Once during the fall semester and once during the spring semester;
 - When families request a conference, given two days advance notice
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Staff members will make regular phone calls to students' homes, to update families on student progress or to inform them of significant anecdotes relating to their child;
 - Student progress reports will be mailed out to families at the end of each quarter;
 - Student progress, in the form of completed and missing assignments, and grades, is also accessible to students and families through Teacherease, our online grading program. Teacherease will be explained, and student/family access, will be made available.

4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Lyons staff members will make regular phone contact with school families, and will be available for conferences within two days of a family's request.
5. Provide parents/guardians opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
 - Family members are encouraged to visit our school. Families should call school if they are interested in volunteering at Lyons or observing instruction.

Parent/guardian Responsibilities

We, as parents and guardians, will support our children's learning in the following ways:

- Ensuring that the student is on time and present each day;
- Ensure that homework is completed and submitted in a satisfactory way and on time;
- Attending all possible PTA meetings; Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups;
- Monitoring the student's use of television, internet and video games, and making sure he/she reads every night.;
- Staying informed about all school calendar events, and responding promptly to all school mailings;
- Being available to Lyons staff members for phone contact, and returning phone calls promptly;
- Supporting Lyons Community School's Code of Conduct;
- Addressing personal concerns privately, and at an appropriate time and place.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do my homework every day, submit it complete and on time and ask for help when I need it;
- Read at least 30 minutes every day outside of school time;
- Give my parents or guardians all notices and information received by me from my school every day.
- Agree to resolve conflicts peacefully with other students or disagreements with teachers using all of our peer and staff supports, including Peer Mediators, Advisors and our school Social Worker;
- Participate in all school activities;
- Respect all learning materials and areas in our school;
- Give my best effort in pursuing my personal learning goals;

- In the high school grades, plan and monitor my progress toward full credit completion.

School Date

Parent Date

Student Date

PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED

Name of Principal:

Taeko Onishi

Name/Number of school:

Lyons Community School – 14K586

Please complete with as much detail as you can. It is ideal to use the completion of the school's self-evaluation form as a staff development exercise.

E-mail this evaluation to both Qualityreview@schools.nyc.gov and to Qualityreview@camb-ed-us.com on or before the due date provided in the attached letter.

Completing this form will help the school prepare for some of the discussions that will take place before and during the review. It will also help the reviewer get to know the school.

Guidance on completing the form:

- Please reflect on the school's practices related to the five Quality Statements. Use evaluative, rather than only descriptive, language. Focus the response on how these practices impact student outcomes.
- Include references to where evidence of the self-evaluation can be found.
- Use bullet points to list multiple evaluative points
- Limit the responses to no more than eight pages.
- Refer to the sub-criteria when organizing the response for each Quality Statement.

A highly effective SSEF will:

- draw on a wide evidence base and take the views of staff, students and parents into account
- be analytical, explaining the basis for actions and the resulting outcomes
- be evaluative, using selective examples to support the evaluation, link cause and effect clearly
- explain succinctly how the school has tackled the areas for improvement from the last review and what impact these actions have had on teaching, learning and student progress.

Quality Statement 1 (QS 1)	Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor student's progress over time
Quality Statement 2 (QS 2)	Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.
Quality Statement 3 (QS 3)	Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricular, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.
Quality Statement 4 (QS 4)	Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

Quality Statement 5 (QS 5)	Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.
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Please apply the answers to the following questions in each of the 5 areas on the next page as you address "the effectiveness of" for each Quality Statement:

- What has the school done in this area?
- What difference has it made? For whom?
- What is the school doing now; and why?
- What are the next steps?

<i>School Profile</i>	
<p>School name and number: Lyons Community School 14K586 School address: 223 Graham Avenue, Brooklyn, NY 11206 School telephone number: 718-782-0918 Principal's direct phone number: 718-782-3618 Principal's e-mail: KOnishi@schools.nyc.gov</p>	
How was the SSEF developed? Who was involved?	
<p>Our self evaluation was discussed over the course of several meetings of different groups at our school, including the entire staff, leadership team, management team, inquiry team, grade teams, grade team leaders and mentors. Focus groups of students, student advisories and parent meetings were also held to consider the effectiveness of school strategies and policies designed to improve student achievement. All feedback was taken into consideration by the leadership team while writing the actual document. A draft of the document was then shared with the staff, asking for further input. The principal and program director did the primary writing of this document.</p>	
Evaluate the effectiveness of the school's process for gathering, analyzing and interpreting formative and summative data about student performance and progress (see Quality Statement 1 and sub-criteria).	
<p>Lyons is a small school that is designed to work primarily in grade teams. Each grade team consists of at least five teachers who work primarily with the 81 students in the grade. These grade teams meet twice a week in the high school, and three times a week in the middle school with members of the out of the classroom staff, including leadership team members regularly attending. They are the core group gathering data about our students. Because the group of students each team is responsible for is sufficiently small, we typically focus our data gathering around an individual student. At our weekly "kid talk" meetings, the grade team discusses one student and his or her academic and social strengths and needs. A protocol is often used to ensure that we are getting a full picture of the student. The discussion is primarily observationally based, with teachers sharing anecdotes and descriptive observations garnered through classroom assessments. To support this discussion, staff considers various other data streams such as student work, Teacherease (the student's online up-to-date progress report which has every assignment and grade for all subjects), attendance and other historic information that can be found on ARIS. As we move forward we will use the kid talk protocol more consistently. We also need to more systematically collecting all relevant data before these conversations. For example, when we are discussing a student, someone might remember that she was a student who had a diagnostic interview before entering our school and that is something that would have been helpful for us to have during the discussion.</p>	

While kid talk starts around an individual student, it is effective because the observations are then used to identify more far-reaching issues. For example, the team makes comparisons to other students, and specific sub-groups of students. For instance when talking about an ELL, the conversation frequently turns to other ELLs that share similar issues. Typically the sub-groups we explicitly focus on are ELLs, Special Education students, girls or boys, and overage students. While we have protocols for discussing students, it would behoove us to develop some protocols for looking at sub-groups of students. This tends not to be the way we work, as we like to start with the individual and expand outwards, but nevertheless a process allowing us to be more systematic in our thinking would be helpful.

Data is also collected in the other configurations of working groups throughout the school. When teachers meet with their mentors, coach, or planning partner, or when they plan independently, the goal is to improve student performance and achievement in a particular class. At these meetings, similar strands of data are looked at, allowing teachers to make decisions about what and how they are teaching. For instance if a teacher notices that a number of students did not hand in a particular homework assignment, or did not understand a concept being explored, the next lesson is adapted accordingly. These noticings can be done about individual students, who might need part of the class specifically differentiated for them, or about a sub-group of students who might need a particular mini-lesson, or about an entire class of students who needs the lesson taught in a different method. Like looking at a student's Teacherease data across subject areas, looking at similar data across students for a particular assignment or concept, can give a teacher useful information about what's actually been happening in a class. Both of these ways of looking allow us to track student progress across time and in a systematic fashion. Again, as a school we need to make a more concerted effort to do this kind of explicit gathering of data more regularly, and communicate what we are noticing more effectively.

Students and families have access to and reflect on data through Teacherease, quarterly report cards, MAP (My Action Plan) conferences, and meetings with advisors. The advisor is the primary contact person between the school and the student and family. Each advisor works with a group of 12 to 16 students and their families, keeping them abreast, primarily via phone and email, as to the progress of the student throughout the year. Most weeks during advisory, students are given updated progress reports. By looking at their own progress in each class, and in a brief conversation with their advisor, students have a chance to make observations about their academic work, notice patterns in their own work, assess both their own strengths and vulnerabilities and reflect on how to improve. In addition to advisory, both students and families are also given access to Teacherease, so that any time they are connected to the Internet, they can see their progress report. Through the program, families and students can address queries or concerns to any staff member via email, allowing for timely communication between student, family and school. The advisor also holds several formal meetings with each advisee throughout the year. There are two Student-Family-School Conferences each year, which typically have over 70% attendance from families. There are also MAP conferences, in which the advisor and student sit together and review work, progress reports and teacher anecdotes and then set goals and develop an "action plan" for the upcoming quarter. As a school we need to work on keeping Teacherease updated, getting progress reports to students every week, and getting more of our families regularly using Teacherease. We also want to increase regular communication between

the advisors and families and the frequency of MAP conferences to four times a year for each student.

Evaluate the effectiveness of the organizational structures that support the school's practice of setting goals for all students (see Quality Statement 2 and sub-criteria).

Lyons has an ambitious plan for goal setting for all our students. We have a comprehensive system called MAP, where students meet with the advisors four times a year, with families when possible, to reflect on how things have been going, to set both long and short-term goals, and design a plan to help them reach their goals. (*Read more about MAP in the three distinctive features section below*) However, we are very much at the beginning stages of implementing this system. While all teachers have met with some of their advisees, and some with all of their advisees, half way through the year, not all students have had their first MAP conference.

While this system is not yet working as we envisioned it, we have noticed some promising developments. Our students are slowly but surely getting more familiar with reflecting on their progress. Teachers frequently report that their first MAP meeting with a student can take upwards of two hours. In these conversations teachers do extensive scaffolding to help students reflect and set goals. However, students who have been through the process before, or have been at our school for a longer period of time, are able to work through the process more quickly and with more insightful self reflections, thoughtful goals and relevant strategies. We anticipate as students become more accustomed to the process and our school we will be able to have our students fulfill the original intent and frequency of the program. It may also be that as we develop as a school, we will have few longer MAP conferences with students in the earlier grades, and as students develop their goal setting and reflective skills, they can be done more frequently and with less support from staff. We really envision that when our current sixth graders are in high school, we will be able to have very different kinds of MAP conferences.

In the interim staff regularly set learning goals and develop plans for reaching them on a regular basis. Goals and plans are developed on both a micro and macro level. Teachers have plans for the year, which are tailored unit-by-unit and day-by-day to meet students' needs. Plans and goals are shared during the curriculum grade team meeting, which also happen on a weekly basis. In other meetings; mentoring, planning, management team, inquiry team, leadership team and curricular, long and short terms goals are also discussed and plans made for reaching those goals. Students also set personal goals in their core classes. These are kept on a simple document with their ELA teachers, as a kind of temporary strategy until the MAP conferences and goal setting are working more as we envisioned.

In advisory, students typically see their progress reports on a weekly basis and set make plans for how they are going to make desired changes. Teachers use this time to convey the school's high expectations for all students. While advisory is a time when this message is explicitly delivered to students, we also work on communicating this message throughout the students' day - in all their classes, in the halls, and in informal interactions with the staff. However, even with this holistic strategy, it is clear that our students and families are not absorbing the message of high expectations in the way we hoped. The level of student engagement in schoolwork, as demonstrated through rates of homework completion, attendance and lateness, needs serious improvement. We

continually make changes to our program to try to address these needs. We noticed that students clearly have some sense of our school's mission and vision, but can't really explain it. A student might describe our way of dealing with issues as "they just talk to you *all the time*" instead of being able to explain what our message is. We realized we needed to be much clearer and consistent in connecting our actions with our beliefs.

This year was the first year we created a CEP and perhaps as a result we have not yet used this process as it was intended. While we are constantly reworking and reconsidering our goals as a school, that work has not aligned with the work for the CEP. We involved all the appropriate members of our extended community in the creation of our CEP. We also talk extensively with all members of our community in questions around school improvement, but don't always make the connection between these two activities. The CEP goals is familiar to our staff in it broad terms, but not in its details.

Evaluate the effectiveness of the instructional strategies used to engage students to meet or exceed their learning goals (see Quality Statement 3 and sub-criteria).

Lyons' focus on grade teams allows us to have tight knit groups of educators work with each specific cohort of students. The leadership team makes organizational (budgetary, hiring and scheduling) decisions to allow for 40% of our teachers to only teach one grade, and another 50% to spend at least 85% of their teaching time with one grade. Only three teachers, one dance and two SETSS teachers, work with students from both the middle and high school. The schedule is designed to give two hours for high school teams, and three hours for middle school teams, to meet weekly.

Grade team collaboration supports consistency of instructional practice across the grade. Through both grade team work and our extensive mentoring program, where over 85% of our teachers are either mentors or mentees, teachers have frequent opportunities to work on their planning and lesson implementation. All teachers know the importance of making classes more inquiry based and assessing student learning on a daily basis. This is not happening across the school as we envisioned it, but all teachers are making significant growth in their practice. Staff members have overarching yearly goals, use UbD to design units and, most importantly, make daily changes to lessons for the next day based on data ascertained in class. Again, while all staff members know where we want to be, differentiation to meet the specific needs of all our students is nowhere close to our desired level.

The connection between their own goals, our goals for them, and external standards is not clear enough to our students. When our MAP meetings happen, they are incredible experiences for our students. However, they do not happen frequently enough, and both staff and students need to get better at pushing the academic learning and expectations. When the meetings are held and goals are set, we need better systems for sharing information with all relevant people. We also need more systematic ways to keep track of where students are relative to theirs, and our, goals at any point during the year.

In the high school our MAP classes program is the most obvious way we demonstrate flexibility to meet the needs of our students. (*See the Three Distinctive Aspect section below for more information.*) Each quarter high school teachers design classes that we believe will best support the academic and social growth of our students. Each student takes two MAP classes each quarter, the purpose of the which are as far ranged as the needs of our students. For instance students who are struggling in science can take an additional three-hour a week science class to help reinforce or expand upon a science

sub-topic. Over the seven quarters we have had thus far as a school, we can see a small subsection of the growth we have made as a school by looking at the way we have designed and assigned MAP classes.

Our greatest strength as a school is the supportive and collaborative nature of our adult community. Across the board staff, feel supported by their colleagues and by the school's leadership. We have almost weekly "shout-outs" where staff voluntarily stay after school to publicly share their appreciation for particular actions of other staff members. This supportive culture has two results that are essential to the school's eventual success and healthy development. First, staff love coming to work. Even though the work with students can be extremely challenging, staff attendance is very high with most of the staff not having missed a day of work this year. We expect retention of staff for next year to be over 90%. Secondly, because there is such a high level of appreciation for what people are doing well, when difficult conversations need to happen about weaknesses, people are open to them and able to hear where they need to make changes and improvements.

We are slowly beginning to see that MAP conferences and other extensive student-adult conversations result in positive changes throughout the school, but have not yet seen consistent engagement from all our students. Lack of student engagement one of our greatest concerns. It is the focus of our inquiry team work and comes up at virtually every grade team, staff and management team meeting. Students who have been with us for longer periods of time have shown real growth in their willingness to engage in the more academically challenging work we offer. In the inquiry team we decided to target student-adult conversations even further. While we still have 18 students in our inquiry team portfolio, we opted to focus on one student in each grade. These students were given the "full treatment" of being observed, interviewed, studied, made to feel unique and were explicitly told how we were studying them. We set goals with them in each of their core subject areas at an inquiry team meeting, and have seen improvement in their engagement in a short period of time and anticipate that this will accelerate their learning. Again we find that paying attention to an individual child helps us improve the education we are providing to all our students. This will create a ripple effect for students with similar needs.

Evaluate how effectively the school's professional development aligns to the school-wide goals for accelerating student learning. (see Quality Statement 4 and sub-criteria).

Lyons is a second year school with eleven first year teachers. Along with these novice teachers we have thirteen experienced teachers (more than three years) with an average 8.4 years teaching experience. This balance of new and experienced teachers greatly impacts how our school functions. Each new teacher is able to work closely, meeting at least weekly, with an experienced teacher. Also most experienced teachers have the opportunity to grow through sharing their practice with another teacher by being a mentor. While it is great to have so many people mentoring and supporting new teacher development, it also means that the number of people responsible for communicating the school's educational philosophy increased this year. We see that we need to provide multi-tiered support for our entire staff. Our new staff needs intensive and regular support, at the same time our more experienced staff, many of who are new to Lyons this year, also need substantial support. As a result we added several more supports to make sure the more experienced staff, as well as the new staff, get appropriate support to be able to implement our overarching plan for improved student achievement. In addition to the weekly new teacher study group, we have mentor

meetings and team leader meetings. The leadership team also makes a concerted and organized effort to meet more regularly with all staff members. We see evidence of improved student outcomes as class systems and routines become more consistent across grades and class participation and engagement have increased.

Each staff member has a personalized Professional Development plan that is kept as a “living” document on Google Documents. This allows the person and anyone providing support to that person to have access to the document, which summarizes important meetings and goals. This document, together with observations, student work and other data about student progress, help the leadership team member and staff member to focus and concretize her/his PD plan. As a staff we are working to improve this system. The Google Documents were set up in mid-November, but staff need more practice and scaffolding to regularly update and reflect on their goals, use a comprehensive array of information when designing goals, and keep goals focused on student achievement.

Grade team meetings are as central to our professional development as they are to our shared decision and planning making process. Inquiry work is integral to team meetings as teams engage in looking at student work, discussing students and developing plans to improve student achievement. Also, throughout the day and into the evening you can always come across staff engaged in conversation, typically in groups of two or three, discussing ways of improving instruction, a particular student and her/his needs, or a curricular quandary. A more systematic and cyclical way of addressing and returning to issues of student achievement need to be created.

The leadership team meets for three hours most Sundays to monitor and plan, particularly around support for individual staff members. We work on making meetings more comprehensive and long range, saving our more logistical, time sensitive conversations for school days. We have been working to coordinate our various PD efforts, in response to staff expressing feeling that professional development sometimes felt disjointed and reactive. The themes we are bringing up in full staff meetings should be connected to issues in team meetings and mentoring meetings. Each staff member is discussed on a regular basis, and different ways of supporting their development are considered.

We work to make sure that whatever support systems we put in place for our teachers, a comparable system exists for our other staff members. Most of the rest of our staff, and a significant part of every teacher’s role, revolves around social-emotional support for our students. Our assistant principal oversees the development of a comprehensive social-emotional support plan that depends on both school-based out of school based supports. Our systems for regular communication with families and outside organizations have made significant strides this year which can be measured by families appreciatively telling us how we are the most responsive school they have ever worked with and our ability to better direct families and students to outside resources when it is necessary.

Evaluate how effectively the school monitors student learning and uses instructional practices to meet goals for accelerating learning. (see Quality Statement 5 and sub-criteria).

Consistently educators familiar with other schools tell us that our greatest strength as a school lies in our ability to monitor and make appropriate changes to our plans. Because we value this quality, our organizational structures allow for this kind of flexibility. Grade teams, that have significant say in the workings and policies at their level, are crucial, as

are open meetings for school wide policy decisions and leadership that is interested in hearing and exploring divergent ideas.

A clear example of our ability to monitor and revise revolves around the class of 2014, our first group of 6th graders. This has been a very challenging group of students from the start, but we have many adjustments on both large and small scale to meet their needs. We believe that a close look at one student, not only helps that student, but other students as well. This year the team talked about Rahmel, one of the more challenging, yet intriguing, students, several times. While extremely reflective in one-on-one conversation, Rahmel struggled academically and behaviorally the first few months this year. After one teacher noticed that pairing Rahmel up with Bianca produced beneficial results for both of them, the team, with Rahmel present, decided that they would be partners in all of his core classes. The results were quickly apparent. Rahmel is more focused in classes, more engaged in work and more willing to ask questions. The partnership also helped Bianca, already a strong student, both academically and socially. Weeks later the grade team was discussing potential grade wide changes, the idea of partnerships came up. As a result, every 7th grader now has a partner with whom they sit for every core class. We started this new system in late January, along with reducing the number of core course offered each quarter. Since then, we have seen significant improvement in academic achievement as demonstrated through TeacherEase and participation grades in their core classes. Another element we changed about the 7th grade was to build on the success of a cross-curricular unit from first semester. The team started the third quarter with an even more integrated unit on the human body. Again, we have seen marked improvement in engagement, as well as increased understanding of the work being done in all core classes.

Other important changes have come about because of our constant examination of how things are going as a school, by grade, by particular sub-groups and for individual students. This monitoring addresses academic, social-emotional and school culture issues. Some recent changes have included a weekly letter to students from the principal that accompanies the student memo. The letter addresses the connection between some recent happening at school with a fundamental philosophical belief of the school. Another change we have made this year is we removed half of a teacher's teaching load to have him become our Director of Recruitment to help us rebuild the reputation the building has at neighboring schools, and a Math Coach. Additionally, High School MAP classes (see *section 3* above and *three distinctive features* below) were specifically designed to have our staff monitor students' achievement and create and revise classes each quarter to meet those needs. This same process is used in semester long high school classes and middle school classes in a more organic manner.

Describe what has been done at the school to address the areas for improvement identified in the last Quality Review and the outcomes of the Progress Report, State assessments and/or other assessments conducted at the school. Explain the impact this has made in the school.

Last year was our school's first year. As such we only had a modified Quality Review at which we received an "exceeds expectations," the highest possible score for a first year school. There were four areas for improvement suggested by our reviewer; improve ways of meeting our students' social-emotional needs, improve communication with families and students, increase staff intervisitations and use of Understanding by Design.

Our Moving Room team which consists of our assistant principal and two community

associates, along with our social worker, leadership team, management team and grade teams, have developed and solidified systems to better support the needs of our students and to increase communication with families. Instead of the Moving Room physically moving each period as it did last year due to space constraints, we now have a full classroom space that has been carefully designed to meet the needs of students who for various reasons are not able to be in class. "Movement" in the Moving Room is about "moving" oneself to a place where one is able to partake in learning opportunities. The form this support most frequently takes is talking through issues that are preventing a student from being able to learn. The Moving Room staff spends hours each day engaging in conversation and developing plans designed to help appropriate movement occur. Students also complete academic work. A new component to the Moving Room this year is reconciliation meetings. Daily at 3:30, students who have been sent out of class and staff who sent them there head to the Moving Room to talk through the issue that occurred. The expectation of the conversation is to move forward and come up with next steps.

Strengthening our advisory program, and having a parent coordinator, has improved our communication with both our students and families. Advisors are in regular contact with most families, some even on a daily basis. For our staff, we have implemented twice yearly inter-visitations program where staff visit their colleagues, take notes and reflect on take-aways that will contribute to their own classroom. We have also worked with staff, increasing the comfort level with UbD and other planning, through our two-week summer professional development and our various teacher supports; mentoring, coaching, team meetings and planning meetings.

While we followed the advice from our Quality Review, we knew the reviewer was seeing where we ended the year and not the mess we had been in much of the year. The results of the QR were only encouraging in that they showed us just how far we had come because we were willing to look closely at ourselves and our work, make some tough decisions and really follow through with actions. What far more radically changed our school from opening day through today was the reality that overall we did not provide an acceptable education to our students last year. Our scores on the state tests along with the pass rates on Regents exams were merely the most public display of our failure to give our students the education they deserve and need. Change needed to happen with urgency and thoughtfulness. We were faced with the responsibility of continuing this work of looking at what was going on, coming up with a plan, implementing the plan, then evaluating and adjusting the plan, all the while making sure people had the support and skills needed to do the necessary work. As a second year school, adding two grades at a time, this reflective and responsive work is essential, particularly with a student body that almost tripled in size and added twenty new staff members.

The impact all of these changes have made on the school is difficult to measure. We are changing and developing so quickly. Continual improvement in student learning is evident, but it is hard to know which of the changes is most responsible. We have been trying to balance long term planning with short term responsive action. Organizational choices such as having people whose primary responsibilities are focused on longer term issues, issues that last year were put on the back burner, are enabling us to make some essential improvements. We have people working on our after-school program, recruitment, comprehensive coaching, and planning curriculum. While conversations with a particular student sometimes seems like the most important thing, mostly because it feels so urgent, we are changing our culture so our focus becomes more about

supporting our staff and creating systems that support everyone in our community. For example, when our Program Director works directly with students, it should be when other teachers can directly benefit as well, through co-teaching, co-planning or teaching a study hall that allows her to see the work students are doing in all their classes. We are now in a better habit of working towards our long-term goals when we make instructional and organizational decisions, but we need to keep moving forward in this direction.

Please describe no more than three distinctive features of the school.

Field Studies: An important part of a liberal arts education is exposure to new experiences. For this reason, a core class for all Lyons students is Field Studies. This class meets off campus every week - at museums, parks, local landmarks, and other sites in the city. Each quarter the Field Studies class focuses on a different theme or topic, and ends with a presentation or project that enables students to share what they have learned with an audience. Thus far, our strongest Field Studies unit has been our World Religions course. In that semester-long course, students study five major world religions by traveling each week to different neighborhoods, places of worship and museums to meet with people of different beliefs. In Global Studies class, ELA and during Field Studies itself, they also read from various religious texts and secondary sources to learn about each religion's origins and core beliefs. The semester culminates with each student developing a tour of the Metropolitan Museum of Art that they use to teach their family what they have learned about World Religions.

We are currently in the process of developing our Field Studies curriculum map so that each Field Studies unit builds on previous units, with the goal of enabling student to develop the myriad skills necessary for success in college, including the ability to read, interpret and analyze a variety of sources, time management, and the ability to communicate both orally and in writing. This year we received two grants to support our Field Studies program, one focusing on college readiness and the other a planning grant for work on our middle school curriculum map.

MAP: We believe that the more personalized our program is, the more our students will learn. Following that belief we have our system entitled MAP, which stands for My Action Plan. Each student has a "living" and growing document that charts her/his growth, goals and plan for reaching those goals. Students compile relevant materials for their *MAP binders*, which hold a portfolio of meaningful work, and goals and planning sheets. To work on compiling material for these binders students meet with their advisors at their *MAP conferences*. Last year our focus was on looking at and collecting work, and this year the focus has moved more to goal forming and creating plans for reaching goals. As noted earlier we are only at the beginning of the road to making this system truly functional. We hope that as we continue to develop as a school, we'll see this idea truly grow into its potential. However, even at its fledging state we are constantly impressed by its potential and the benefit both staff and students always find from having these meetings. Finally, with the information compiled, staff members develop classes and curriculum accordingly. Teachers find this information about individual students helps them differentiate better, come up with more useful instructional strategies and understand the needs of their students. They become better instructors.

For our high school teachers this information also lead directly to *MAP classes*, which are electives that change quarterly and are based on the needs and interests that we identify among our students. Throughout the quarter teachers are constantly observing

students and analyzing student work to understand the variety of student needs. In the role of advisor, each teacher meets regularly with each advisee to look together at the student's progress report and to talk specifically about the student's experiences at school. In the last weeks of each quarter, the team talks about potential MAP offerings and how they would meet the needs of groups of students. Students are then given course descriptions and with the support of their advisor, the students select MAP classes for the next quarter. After the students have completed their preference sheet, staff meets to make final decisions on the rosters. Classes offered vary greatly. Some are designed to get kids more excited about school or a particular subject – Human Rights, Art, College Ambassadors, CSI, Women's Health. These are classes that cover topics that are not necessarily part of the regular curriculum, but our students find the topics fun and/or interesting and contribute to having an overall more positive attitude about school or a particular subject. Others are support classes designed to build a student's comfort and skill level for one of their core classes.

Staff community. Our greatest accomplishment is our staff culture. As challenging as our students can be, we have established a school-wide expectation that all staff members must work towards making school engaging and meaningful for all students. We have a community where everyone is very supportive of each other and genuinely wants to improve her/his practice, learn from each other, and hold a shared vision for the school. We have successfully minimized teachers' administrative duties so that they have more time and energy to focus on their teaching. We have been successful at creating a differentiated learning environment for our teachers. Each staff member participates in collaborative teaching and planning; teachers have the opportunity to facilitate meetings and to provide professional development to their colleagues; staff members mentor new and less experienced teachers. Teachers know they work in a community of colleagues who are genuinely invested in their development, their ideas about teaching, and their success.