



**[FRANKLIN K. LANE HIGH SCHOOL]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**

**ADDRESS: 999 JAMAICA AVENUE, BROOKLYN, NY 11208**

**TELEPHONE: 718-647-2100**

**FAX: 718-235-4877**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION**

SCHOOL NUMBER: 331900011420 SCHOOL NAME: Franklin K Lane High School

DISTRICT: 19 SSO NAME/NETWORK #: CFN 305

SCHOOL ADDRESS: 999 JAMAICA AVENUE, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: (718) 647-2100 FAX: (718) 235-4877

SCHOOL CONTACT PERSON: Marlon Bynum, Principal EMAIL ADDRESS: MBynum@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>David Strahl</u>
PRINCIPAL	<u>Marlon Bynum</u>
UFT CHAPTER LEADER	<u>Helene Fox</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Jose Alt. Lima B</u>
STUDENT REPRESENTATIVE <i>(Required for high schools; optional for middle schools)</i>	<u>Alejandro Sagastizado</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Karen Watts</u>

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: K420 SCHOOL NAME: Franklin K. Lane High School

SCHOOL ADDRESS: 999 Jamaica Avenue, Brooklyn, NY 11208

SCHOOL TELEPHONE: 718-647-2100 FAX: 718-235-4877

SCHOOL CONTACT PERSON: Marlon Bynum EMAIL ADDRESS: mbynum@school.s.nyc.gov

POSITION/TITLE PRINCIPAL PRINT/TYPE NAME MARLON BYNUM

==

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** David Strahl

**PRINCIPAL:** Marlon Bynum

**UFT CHAPTER LEADER:** Helene Fox

**PARENTS' ASSOCIATION PRESIDENT:** Jose Alt. Lima B

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Alejandro Sagastizado

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** 305

**NETWORK LEADER:** Joanne Mejias

**SUPERINTENDENT:** Karen Watts

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Marlon Bynum	*Principal or Designee	
Helene Fox	*UFT Chapter Chairperson or Designee	
Jose Alt. Lima B	*PA/PTA President or Designated Co-President	
Norma Sagastizado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tracey Scott	DC 37 Representative, if applicable	
Alejandro Sagastizado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jenoveba Palbano	Member/Parent	
Reinaldo Marios	Member/Parent	
	Member/Parent	
	Member/	

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

\* Core (mandatory) SLT members.

## The School's Mission Statement:

Franklin K. Lane High School will enhance its students' educational experience and prepare them for the 21<sup>st</sup> century market place by implementing various techniques of differentiated, technology-based, and project-oriented instruction, as appropriate, to support the timely graduation of its students. It will continue to support its students' transition into institutions of higher learning and vocational settings with a thorough examination and evaluation of disaggregated data in addition to establishing a Response-to Intervention (RTI) mechanism that will serve students in need. Lastly, Franklin K Lane High School will strive to maximize parental and community involvement through collaborative maintenance of positive relations with students, families, Parent Association members, staff, community based organizations, local representatives and community representatives.

### **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.

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Franklin K. Lane High School (FKLHS) was a large Academic/Comprehensive high school (grades 9 – 12) located in Brooklyn, New York, serving an international and ethnically diverse student population.

FKLHS had consistently received students who were over-age for their grade as incoming 9<sup>th</sup> graders. Students that entered the school had a high representation of ELLs and a low percentage of proficiency (level 1 or 2) on mathematics or English language arts. Low performing students need targeted, individualized instruction to support them in academically progressing to proficiency. FKLHS is a large school with the accompanying anonymity that sheer size brings for many students in a comprehensive high school. Scanning at the entrance necessitates **two** separate entrance times to accommodate all of the students. In the spring of 2005, Region 5 submitted a plan to redesign Franklin K. Lane into five small learning communities. The plan was accepted for implementation beginning in September 2005.

The previous principal was appointed in May, 2004 as an intervention measure to improve the school. As he began work in the school, a new principal took over a school that had been designated an IMPACT (a school considered unsafe by the NYC Department of Education) school in February of 2004. By September, 2005, the Chancellor announced that FKLHS had been removed from the IMPACT list of schools and is now a priority school. Franklin K. Lane was identified as a School Under Registration Review (SURR) in both English language arts and mathematics in September 2003.

In the 2006 – 2007 school year, FKLHS joined Network 7 of the Empowerment Schools and implemented the second year of its Redesign into SLCs. Main structural changes included creation of a Ninth Grade Success Academy. Talent Development High Schools (TDHS) provided professional development for this initiative. TDHS was funded through a grant with a Federal Small Learning Community Grant. In addition in the 2006-2007 school year the SLCs were fully extended to the tenth grade. FKLHS went to a block schedule format for the entire school. Block scheduling allowed for acceleration of learning as described in the school's mission and vision statement, provided additional time for students who needed extra assistance, reduced the number of major classes a student takes each semester and reduced the number of students a teacher is responsible for. Teachers taught three 77-minute classes every day. Students took four core classes every day plus lunch and gym. Teachers had a common planning period. All students, including English Language Learners (ELLs) and students with special needs received the full benefits of block scheduling.

In December 2007, the decision was made to phase out Franklin K. Lane. The school has not accepted ninth grade students since September 2008. Four new schools entered the Franklin K. Lane Campus in September of 2008—Academy of Innovative Technology, Brooklyn Lab School, Cypress Hills Collegiate Prep and Multicultural High School. They will occupy the 4<sup>th</sup> floor of the Franklin K. Lane Campus.

Due to the unexpected death of the principal in January 2009, the current principal is now managing the phase-out process .

Franklin K. Lane is currently in the fourth year of the phase-out process, with a final closeout date of June 2012. Our final graduation cohort, comprises the majority of our students. Remaining students from the 2005 and 2006 cohorts who do not graduate by June 2012, must be placed in alternative settings to continue their education.

Although the school is going through the phase-out process, Franklin K. Lane High School has managed to preserve the aforementioned structures that were successful and continue to offer a wide array of course offerings that will lead to graduation and prepare it's students for the 21<sup>st</sup> century marketplace. We are providing professional development to our staff to achieve our goals primarily in differentiated instruction, project based learning and technology-infused instruction. Moreover, we have a particular emphasis on regents preparation in English and Math.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Franklin K. Lane High School			
<b>District:</b>	19	<b>DBN #:</b>	19K420	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					66.3	61.3	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					88.6	95.8	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					66.3	67.6	67.7		
Grade 8									
Grade 9	948	314	121	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	875	762	275	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	315	250	221		18	172	TBD		
Grade 12	394	459	402						
Ungraded	5	2	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	2537	1787	1020		217	43	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	173	123	85	Principal Suspensions	36	40	TBD		
No. in Collaborative Team Teaching (CTT) Classes	76	58	40	Superintendent Suspensions	83	55	TBD		
Number all others	87	67	31						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	565	404	237	CTE Program Participants	N/A	228	216
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	217	142	85	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	20	20	22	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	174	125	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	58	47	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	513	465	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.9	98.4	TBD
American Indian or Alaska Native	0.2	0.2	0.3	Percent more than two years teaching in this school	83.6	91.3	TBD
Black or African American	25.9	24.0	21.4	Percent more than five years teaching anywhere	54.2	75.6	TBD
Hispanic or Latino	63.5	65.2	66.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.2	8.3	8.9	Percent Masters Degree or higher	85.0	86.0	TBD
White	2.2	2.1	2.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.6	94.1	TBD
Multi-racial							
<b>Male</b>	52.6	51.9	5.3				
<b>Female</b>	47.4	48.1	47.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: HS ELA; HS Math
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			√

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	X

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				X	X	X	42
<b>Ethnicity</b>							
American Indian or Alaska Native						-	
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				X	√		
White				-	-	-	
Multiracial				-	-		
<b>Other Groups</b>							
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				0	1	0	

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	NR	Overall Evaluation:	NR
Overall Score	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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?
- 

### WHAT STUDENT PERFORMANCE TRENDS CAN YOU IDENTIFY?

The data from Table 1 and Table 2 show that our students are not achieving minimum standards in ELA. One factor is that 84% of our students enter Franklin K. Lane reading below standards. In addition, our ELL and SIFE population is increasing. What we have found is that our ELL and SIFE population is illiterate in their native language and are having extreme difficulty with English. The English Regents is the only regents that students cannot take in their native language. The trend does show an increase in the Performance Index over the last three years which may be partially attributed professional development provided by the Assistant Principals, Teacher Center Specialist, coaches and by teachers who have attended outside professional development in Differentiated Instruction, Understanding by Design, schools attuned, QTel (ESL Methodology) and Curriculum Mapping. FK Lane will continue to train teachers in these disciplines and has added a focus on lesson planning for school year 2009 – 2010. In addition, we have begun testing our 10<sup>th</sup> year ELA and ELL students in order to assure their familiarity with the exam as well as giving the students the most opportunities to take and pass this exam.

We did not make the 2005-2006 NCLB Effective AMO of 154, though we surpassed the ELA Safe Harbor Performance of 98. Preliminary analysis indicates of that students participating Saturday tutorials, in class tutoring, P.M. school, Independent Study courses, and other forms of Academic Intervention Services are making significant progress towards the benchmark indicators.

Our analysis also indicated that the literacy performance index is negatively impacted by the large number of students with chronic attendance issues as well as those students who are long-term absences (LTA) and are not tested. Preliminary analysis of our current outreach efforts of subject area teachers are mailing letters and making phone calls; teachers, counselors, and attendance teachers coordinating their efforts to find these students and return them to school have been very promising. We have also blocked programmed our ELA and Social Studies courses in the 10<sup>th</sup> and 11<sup>th</sup> grades. Teacher teams will share the same students, will have a common preparation period and will collaborate to improve student literacy and passing rates on the ELA, Global History and US History Regents. Professional development will be provided and funded by Title I funds.

Even though our percentages of students passing the English Regents have decreased, our performance index has increased.

In working with the Inquiry Team, I have also noticed that the more attention our students receive, the better their grades. In the past two years, the Inquiry Team, the Teachers involved, have worked individually with students that were identified as seniors who had taken the English Regents at least once and failed. After discussions at Inquiry meetings, we found that the students looked at the Teachers as mentors and advisors, and their scores increased on the regent's exams that they took as well as their report card grades increased.

Now that the school is closing and we have fewer teachers who are involved with the Inquiry Team, the Teachers and I are planning to meet with the students as a group three days a week – since we do not have enough teachers to work one to one with our students. We will also implement one of the school-wide goals of integrating technology into instruction as well as differentiation. We are curious as to the results.

#### WHAT HAVE BEEN THE GREATEST ACCOMPLISHMENTS OVER THE LAST COUPLE OF YEARS?

The Small Learning Communities (SLC's) have worked well.

1. The attendance of the SLC's has always been better than the attendance of those students not in the communities.
2. The scholarship of the SLC's has also been better than the scholarship of the students who are not in the communities.
3. There is a united effort between the teachers in the SLC's to work together for the benefit of the students. This action is more evident in the communities than in the departments.

Content area teachers are crossing the subject area boundaries and talking more about teaching, curriculum and methodology. Teacher Cohorts are meeting weekly within subject area and planning together. In this manner, they are unifying the curriculum and teaching based on the needs of the students—revising the curriculum as necessary. This affords them the ability to give unified mid-terms and unified final exams.

Teachers are attending more Professional Development sessions and more willing to attempt different methodologies. Teachers are using data more to drive instruction. Teachers work together more and are willing to share best practices. There is improved collaboration and professional development between English and English Language Learner Teachers.

There is improved collaboration and professional development between English and Social Studies Teachers. There is improved collaboration and professional development between subject teachers and the Special Education Teachers.

More opportunities are being provided for students to make up work. Students are beginning to take advantage of these opportunities.

WHAT ARE THE MOST SIGNIFICANT AIDS OR BARRIERS TO THE SCHOOL’S CONTINUOUS IMPROVEMENT?

- As time progresses, we lose more and more faculty.
- The faculty that we tend to lose is the teachers who devote the most time to the students.
- As we lose faculty, we are also unable to offer as many courses – be they required courses or electives.
- Morale of both students and teachers is low.

The school’s NCLB accountability status in English Language Arts from 2002 – 2006, showed an increase in the performing index for all accountability groups. During the 2005- 2006 school year, there was a decline in the PI for all accountability groups except ELLs which showed a large increase and then a decline since we are testing students in LE4 now where we did not in the past. Our purpose in testing this group is to familiarize them with the Regents exam in English prior to their senior year.

The School Accountability Status for African American students has increased from 2002 through 2006, and then it went down in 2006 through 2008 and up again in 2008 -2009. These statistics show that we must change our methodology in teaching our students. Hence our focus of instruction this school year is using data to drive instruction as well as differentiation within the class based on individual student needs.

**Table 6** Summary of the performance of all students on the English Language Arts Regents for the years 2002-2003, 2003-2004, 2004-2005 and 2005-2006

	Number Tested	55-100 Percent	65-100 Percent	85-100 Percent
2001-2002	468	44.9	20.7	2.4
2002-2003	558	55.9	35.3	1.8
2003-2004	587	76.8	44.6	6.8
2004-2005	726	75.5	59.2	8.8
2005-2006	1022	56	37	3
2006-2007	943	55	36	3

**Table 6**  
Summary of the performance of students on the English Language Arts Regents Examinations (Table 6)

An analysis of the data reveals that in school year:

- 2001-2002 468 students took the ELA Regents and 44.9% of the students achieved minimum state standards on the exam.
- 2002-2003 558 students took the ELA Regents and 55.9% of the students achieved minimum state standards on the exam.
- 2003-2004 587 students took the ELA Regents and 76.8% of the students achieved minimum state standards on the exam.
- 2004-2005 726 students took the ELA Regents and 75.5% of the students achieved minimum state standards. One reason for the decrease is we had more students taking the exam, including 10<sup>th</sup> graders.
- 2005-2006 1022 students took the ELA Regents and 56% of the students achieved minimum state standards. One reason for the decrease is we had more students taking the exam, including 10<sup>th</sup> graders and ELLs.

- The number of students tested and the percent of students achieving the minimum state standard in ELA has increased from 2001 – 2004. The decrease in 2005-2006 may be due to more students taking the exam, including 10<sup>th</sup> graders and ELLs.
- 2006-2007 943 students took the ELA Regents and 55% of the students achieved minimum state standards.
- From 2005 to the present, 2009, we have included our 10<sup>th</sup> year ELA and 10<sup>th</sup> year ELL students in the testing in both January and June. Our purpose was twofold. Firstly, we improved in our participation rate; secondly, we are able to graduate more students since they have enough opportunities to take the exam and pass it prior to their senior year.

The 2005 – 2006 NYC Annual School Report Supplement indicates that only 16% of our students enter Franklin K. Lane meeting ELA state standards. Teacher designed unit tests and discussions with teachers indicate that entering ninth graders have low reading and writing skills.

We project that we will not make the 2009-2010 NCLB AMO but another goal is to come as close as possible to the NCLB EAMO. In order to improve overall student academic achievement FKLHS continues its implementation of our Redesign into Small Learning Communities. The reduced anonymity afforded by FKLHS’s SLCs will support the work of the staff to improve student attendance and reduce student suspensions. Improvements in the school environment will allow staff to focus on increasing the percent of students in their SLC who accumulate 10 or more credits each year and earn a 65 or higher on Regents Examinations.

ELA and Social Studies courses in the 10<sup>th</sup> and 11<sup>th</sup> grade SLCs are blocked. Teacher teams will share the same students, will have a common preparation period and will collaborate to improve student literacy and passing rates on the ELA, Global History and US History Regents. Professional development will be provided and funded by Title I funds. Teachers in the Humanities are also afforded the opportunity to meet by subject area cohort in order to share best practices and revise curriculum in order to meet the needs of our students.

## Section IV – Needs Assessment Mathematics

**Though the statistics for Math A are outlined in this report the Math A Regents has been replaced by the Integrated Algebra Regents.**

<b>Table 7</b> Math	SURR REDESIGN TARGETS Measured by the Math A Regents Performance					
School Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	
Target PI	120	133	135	129	142	
Measured PI	126	128	121	136	N/A	
Minimum PI	100					

### Table 7

- In 2005-2006 our PI at 126. We surpassed our Redesign target of 120. We surpassed our minimum target of 100
- In 2006-2007 our PI was 128. We surpassed our Redesign target of 120
- In 2007-2008 our PI was 121. We surpassed our Redesign target of 120
- In 2008-2009 our PI was 136. We surpassed our Target PI of 129

<b>Table 8 Math</b>	NCLB Measured by the Math A Regents Performance				
School Year	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Effective AMO	146	148	154	161	N/A
Measured PI	126	128	121	136	N/A
MathSafe Harbor	110	133	135	129	142

**Table 8**

- In 2005-2006 our PI was 126. We surpassed our Redesign target of 120. We surpassed the Safe Harbor of 110.
- In 2006-2007 our PI was 128. We will have surpassed our Redesign target of 120. We will not meet the Math Safe Harbor of 133.
- In 2007-2008 our PI was 121. We did not meet the Safe Harbor of 135.
- In 2008-2009 our PI was 135 though we met the Math Safe Harbor of 129 we did not meet the AYP Graduation Rate.

<b>Table 9</b> Summary of the performance of students on the Math A Regents				
	Number Tested	55-100 Percent	65-100 Percent	85-100 Percent
2005-2006	1342	66	35	2
2006-2007	1208	64	40	2
2007-2008	1172	65	40	2
January, 2009	221	56(55-64%)	53(65-84%)	2

**Table 9**

Summary of the performance of students on the Math A Regents Examinations

An analysis of the data reveals that in school year:

- 2005-2006 1342 students took the Math A Regents and 66 % of the students achieved minimum state standards.
- 2006-2007 1208 students took the Math A Regents and 64 % of the students achieved minimum state standards.
- 2007-2008 1172 students took the Math A Regents and 65% of the students achieved minimum state standards
- January,2009 (Last Math State Regents) 221 students took the Math A Regents and 50% achieved minimum state standards

**TABLE 10---INTEGRATED ALGEBRA RESULTS**

<b>Table 10 – Summary of the Performance of Students on the Integrated Algebra Regents</b>				
Year	Number Tested	55-100 Percent	65-100 Percent	85-100 Percent
2007-2008	335	51	36	1
2008-2009	253	34(55-64%)	64(65-100%)	0



## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

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<b>Subject Area:</b>	<b>Annual Goal:</b>
English Language Arts	By June 2011, there will be a 10% increase in the ELL student pass rate as measured by the ELA Regents results.
Math	By June 2011, there will be a 10% increase in the student pass rate as measured by the Math Regents results.
School Environment	To reduce the number of Superintendent suspensions by 5% as measured by the Online Occurrence Reporting System data as of June 2011
Graduation Rate	To increase the graduation rate by 5% as measured by June 2011 HSST data: ●

### **Feedback from Superintendent's Review of the Alignment of Draft 2010-11 CEP Goals and FY'11 School-Based Budget**

- School DBN: 19K420
- School Name: Franklin K. Lane High School
- Principal Name: MARLON BYNUM
- Principal Email: MBynum@schools.nyc.gov
- Network Leader Name: JOANNE MEJIAS
- Network Leader Email: Jmejias@schools.nyc.gov
- Superintendent Name: Karen Watts

- Superintendent Email: Kwatts@schools.nyc.gov

**Important Notes for the Principal and Network Leader:**

- Feedback on the chart below indicating that a CEP goal is "Approved" means that your Superintendent has determined that the listed and described school-based budget items are reasonably consistent with resources necessary to accomplish the programs/strategies/activities described to accomplish the stated goal, and thus alignment has been certified. Please note, however, that the appropriateness of the CEP goal, based on the performance of your students and assessed needs of your school, was not the basis of the Superintendent's review. This type of feedback will be provided by your Network Leader and/or CEP reviewer during the fall CEP submission and review process.
- If feedback on the chart below indicates that a goal has been "Rejected," your Network Leader will be able to support you in addressing the concern(s) described by the Superintendent in the feedback box. You should revise your budget accordingly, and promptly resubmit to your Superintendent for re-review and certification of alignment.
- If you make changes/modifications to your CEP goals or school-based budgets at any point in the school year after the initial review and approval/certification of alignment by your Superintendent, you will not be required to resubmit changes to your Superintendent for re-certification this year. Note, however, that you will be required to provide SLT members with your justification of alignment of CEP goals and school-based budget in September, and they will have an opportunity to submit a dispute to Superintendents for further review and resolution.

Goal Number	Goal	Approve/Reject	Feedback
1	To improve the percentage of ELL students passing the ELA Regents by 10%	Approved	Schedule per session funds for PM and Saturday school. Approved on 9/23/10 based on email from Principal Bynum showing that per session funds were scheduled in Galaxy to support this goal and action plan.

2	To improve the percentage of students passing the the Math Regents by 10%	Approved	Schedule per session funds for PM and Saturday school. Approved on 9/23/10 based on email from Principal Bynum showing that per session funds were scheduled in Galaxy to support this goal and action plan.
3	To improve the graduation rate by 5%	Approved	Schedule per session funds for PM and Saturday school. Approved on 9/23/10 based on email from Principal Bynum showing that per session funds were scheduled in Galaxy to support this goal and action plan.

General Feedback for the Principal:

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**SECTION VI: ACTION PLAN**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

**Subject/Area (where relevant):**        ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in the ELL student pass rate as measured by the ELA Regents results.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>September 2010 – June 2011</b> <b>October 2010– June 2011 Academic Intervention Services</b></p> <ul style="list-style-type: none"> <li>• Continued provision of Academic Intervention Services to all students who are not meeting standards including English Language Learners, Special Education Students, African American students and Hispanic students. Services will include             <ol style="list-style-type: none"> <li>1. Reduced class size in ELA classes.</li> <li>2. Block scheduling with 77-minutes allows for greater personalization</li> <li>3. SLC teams meet 2 times each week to plan instruction and review student progress</li> <li>4. PM and Saturday School</li> <li>5. Response to Intervention team meets twice a week for intensive intervention strategies for at-risk students</li> <li>6. Teacher Tutoring – Circular 6</li> </ol> </li> <li>• Intensive professional development will be provided in the following areas:             <ol style="list-style-type: none"> <li>1. Differentiated Instruction, project based learning and infusion of technology are adopted for all classroom instruction.</li> <li>2. Continued implementation of Literacy strategies.</li> <li>3. Effective test preparation strategies. Modifying instruction to reflect results of periodic assessments and item analyses.</li> <li>4. Looking at data to drive decision making</li> <li>5. Looking at student work to guide instruction</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>6. The use of ESL methodology in content area classes.</li> <li>7. Co-Teaching ELA/ESL, ELA/ISS, ELA/SS</li> <li>8. Peer Coaching</li> </ul> <ul style="list-style-type: none"> <li>• Continuous monitoring of student progress in order to quickly provides academic, guidance and attendance interventions to students in need.</li> <li>• Continued integration of technology (computer data bases, on line tutorials, power point presentations, etc)</li> <li>• Continuous monitoring of student progress in order to quickly provides academic, guidance and attendance interventions to students in need.</li> <li>• Teachers will create uniform midterm and final exams and will modify instruction to reflect the results.</li> </ul> <p>Responsible Staff: AP English; Teacher Center Specialist; SLC Team Leaders</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Reduced class size – 25 students per class</li> <li>• Use of SLC Federal Grant for SLC facilitator to develop effective Academic Interventions</li> <li>• SINI Grant will fund Fall ELA PM school and Saturday school</li> <li>• Title I, Tax Levy, Title III, C4E</li> </ul> <p>Assistant Principal, Bilingual and Instructional Support Services, Lead Teacher, Teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Practice Regents results, in-house assessments, January Regents results, June Regents Results</li> <li>• Uniform midterms and finals, teacher made exams, classroom performance, scholarship reports</li> <li>• Examples of student work will shared and discussed at during study groups, SLC meetings, department meetings, professional development, cohort and planning meetings.</li> </ul>

<b>Subject/Area (where relevant):</b>	<b>Mathematics</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<b>September 2010 – June 2011</b> By June 2011, there will be a 10% increase in the student pass rate as measured by the Math Regents results. <ul style="list-style-type: none"> <li>• .</li> </ul>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Continued provision of Academic Intervention Services to all students who are not meeting standards including English Language Learners, Special Education Students, African American students and Hispanic students. Services will include <ul style="list-style-type: none"> <li>• Reduced class size.</li> <li>• Block scheduling with 77-minutes allows for greater personalization</li> <li>• SLC teams meet 2 times each week to plan instruction and review student progress</li> <li>• PM and Saturday School, Peer Tutoring</li> <li>• Teacher Tutoring during Circular 6</li> <li>• We will have fully certified teachers.</li> </ul> Intensive professional development will be provided in the following areas: <ul style="list-style-type: none"> <li>• Implementation of the new math curricula</li> <li>• Curriculum mapping.</li> <li>• Effective test preparation strategies. Modifying instruction to reflect results of periodic assessments and item analyses.</li> <li>• The use of ESL methodology in content area classes.</li> <li>• Use of the graphing calculator and increased use of manipulatives</li> <li>• Looking at data to drive decision making</li> <li>• Looking at student work to guide instruction</li> <li>• Continued integration of technology (computer data bases, on line tutorials, power point presentations, etc)</li> <li>• We will have ELL, English and Math teachers to work with High Schools That Work and the Aussies wills to assist with professional development (contingent upon funding).</li> </ul> Responsible Staff: AP Math; Math Coach; SLC Team Leaders

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● Reduced class size – 25 students per class</li> <li>● Use of SLC Federal Grant for SLC facilitator to develop effective Academic Interventions</li> <li>● SINI Grant will fund Fall ELA PM school and Saturday school</li> <li>● Title I, Tax Levy, Title III, C4E</li> </ul> <p>Assistant Principal, Bilingual and Instructional Support Services, Coach, Lead Teacher, Teachers</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>● Practice Regents results, Acuity Interim results, January Regents results, June Regents Results</li> <li>● Uniform midterms and finals, teacher made exams, classroom performance, scholarship reports</li> <li>● Examples of student work will shared and discussed at during study groups, SLC meetings, department meetings and professional development</li> </ul>

<b>Subject/Area (where relevant):</b>	<b>School Environment</b>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To reduce the number of Superintendent suspensions by 25% as measured by the Online Occurrence Reporting System data as of June 2011</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>● Each of our Small Learning Communities has been a linked to a dean and guidance counselor, who identifies at-risk students and proactively counsel and mediate disputes.</li> <li>● School rules and classroom expectations are consistently reinforced in the Small Learning Communities Assemblies.</li> <li>● Improve coordination with School Safety through daily briefings and weekly meetings for a consistent update on school climate</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Daily disciplinary action reporting from the Dean’s office and circulating that information through the academic departments and Small Learning Communities.</li> <li>• Weekly monitoring of OORS reports and evaluation of trends.</li> </ul>
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<b>Subject/Area (where relevant):</b>	<b>Graduation Rate</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase the graduation rate by 5% as measured by June 2011 HSST data:
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> <ul style="list-style-type: none"> <li>• <b>Staffing</b> – Maintain staff as school phases out; class sizes are set at 25.</li> <li>• <b>Scheduling</b> –Teachers have common planning to discuss student work, progress and plan curriculum. All classes are 77 minutes long. Students have been identified and are working with designated teachers, both during class and during lunch periods, PM and Saturday school, Department and Peer Tutoring, and SES.</li> <li>• <b>Funding</b> (staffing above) – Utilize Title I and SURR funds for PM School, Saturday School and Winter, Mid Winter and Spring Enrichment. Students assigned to work on specific skills and assignments they have not mastered, before they fail the class. Use of Destination Math, PLATO and Achieve 3000.</li> <li>•</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• <b>The evidence will be obtained from the Scholarship Reports in HSST.</b></li> <li>• Maintenance of assessment spreadsheets that include credit accumulation by subject, attendance, and highest regents grades.</li> <li>• Use of Achieve 3000, PLATO and interim assessments to evaluate progress towards specific skill and content objectives.</li> </ul> <p>A. Use of teacher made unit exams to identify students who have not mastered specific skills and or content area.</p>

	B. Agendas and minutes from teacher team meetings in grade 10 and grade 11. Attendance lists from AIS sessions (PM, Saturday, Winter, Mid-Winter, Spring and tutoring).
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### **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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								
7								
8								
9	15	14	15	15	0	0	0	37
10	80	63	69	79	2	0	0	65
11	27	20	22	33	0	0	0	35
12	164	97	108	160	7	0	0	152

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>▪ Students receive 77-minute block for ELA and 77 minute block of Global in reduced class size – 25.</li> <li>▪ Increased use of periodic assessment data for differentiated instruction.</li> <li>▪ Focused on tutoring based on classroom and interim assessment data during school day (lunchtime and pullout before the end of the marking periods) – teachers creating individual curriculum units to address specific student deficits.</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>▪ Math assessment during first week of school in September</li> <li>▪ Increased use of periodic assessment data for differentiated instruction</li> <li>▪ Focused tutoring based on classroom and interim assessment data during school day Teachers creating individual curriculum units to address specific student deficits.</li> <li>▪ Block 6, Saturday and in-school SES tutoring available</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>▪ Focused tutoring based on classroom and interim assessment data during school day – teachers creating individual curriculum units to address specific student deficits.</li> <li>▪ Block 6, Saturday and in-school SES tutoring available</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>▪ Students receive 77-minute block of Global Studies and 77-minute block of ELA in reduced class size – 25</li> <li>▪ Students take the Global History Regents in June of the 10<sup>th</sup> grade (beginning in June 2009)</li> <li>▪ Focused tutoring based on classroom and interim assessment data during school day – teachers creating individual curriculum units to address specific student deficits.</li> <li>▪ Block 6, Saturday, AM tutoring, peer tutoring and in-school SES tutoring available</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>▪ A PPC made up of the AP, ISS, AP Guidance, SAT School Psychologist, (ERRS) Social Worker, Referring Teacher, Referring Guidance Counselor, and other of the referred students’ teachers, if available, will meet on an ad hoc basis to assess the student support service needs of our students, target services to meet the needs of individual groups of students, coordinate and plan for prevention and intervention programs and refer students for services as needed.</li> </ul>
<b>At-risk Services Provided by the Psychologist:</b>	<ul style="list-style-type: none"> <li>▪ Psychologist serves all five schools on the Franklin K. Lane Campus.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>▪ ERSS counseling provided to high-risk non-IEP-bearing students.</li> <li>▪ Participates in a PPC made up of the AP, ISS, AP Guidance, SAT School Psychologist, SAT (ERSS) Social Worker, Referring Teacher, Referring Guidance Counselor, and other of the referred students’ teachers, if available, to meet on an ad hoc basis to assess the student support service needs of our students, target services to meet the needs of individual or groups, coordinate and plan for prevention</li> </ul>

	<ul style="list-style-type: none"> <li>and intervention programs, and refer students for services as needed.</li> <li>▪ Serves FKLHS one day a week (Fridays).</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>▪ The substance (SPARK) and violence prevention (RAPP) programs will involve students, parents, staff members and the community-at-large and is designed to provide age appropriate information and materials that focus on the promotion of “anti-drug” norms, prevention related information and drug resistance skills in a culturally sensitive manner. The specific approach will be crafted to the school community and will range from specific curricula to workshops for parents and community members.</li> <li>▪ Schneiders Children’s Hospital will continue to provide health services and counseling to registered students.</li> </ul>

**NOVEMBER 2010**  
**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 (2010-2011) LAP narrative to this CEP.

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**Language Allocation Policy (Narrative)**

Franklin K. Lane High School, a comprehensive, community-based high school, serves an international and ethnically diverse student population. Current student population numbers 542. Demographic distribution is: 70.0% of our students are Hispanic, 21.0% are African-American, 7.0% are Asian, 0% are Native American, 0% are “other,” or “not entered,” and 2.0% are Caucasian. There are 206 ELL students; 193 are General Ed students; 13 are IEP-bearing students; 38.01% of our students are English Language Learners. The vast majority of our students are eligible for free lunch.

Franklin K. Lane High School is committed to the provision of educationally-beneficial bilingual instruction to its ELL students. It does so by means of ESL-based methods and strategies which incorporate differentiated-, technology-based, and project-oriented instruction, as appropriate, and does so with the objective of supporting timely graduation of its ELL students. In TBE offerings, it uses native language support to enhance the comprehensibility of the content areas (Math, Science, Social Studies, Native Language Arts). This instructional philosophy is fully aligned with the school’s mission statement; it is compliant with CR 154 and the NYSED standards.

The Language Allocation Policy Team at Franklin K. Lane High School consists of teachers, a parent representative, guidance counselors, and administrators. The members of the team are Sonia Bravo, and Nelson Estrada, teachers; Charlyn Sanchez and Hilda Terrero, Guidance Counselors; Emanuela Gunther, ESL teacher/ LAB-BESIS Coordinator; Cruz Alvarez, Parent; and Marlon Bynum, Principal and David Strahl, A.P. ISS, ESL, Foreign Language. The purpose of the Team is to analyze student assessment and progress; discuss student placement; and oversee the development of English language skills within both service models (TBE and ESL). To this end, it makes tutorial and AIS service recommendations as well Professional Development suggestions for staff.

Franklin K. Lane High School offers Transitional Bilingual Education (TBE) and Free-Standing English as a Second Language (ESL). The home languages spoken by our English Language Learners include Spanish (185), Bengali (15), Haitian Creole (1), Urdu (1), Arabic (1), Niger-Congo (1), and Punjabi (1). The TBE served population is 84; the ESL population is 206.

**(PAGE TWO)**

Our past practice has been that newcomers are interviewed, given formal and informal assessments, and placed in the appropriate ESL classes and number of periods, according to CR Part 154. Details of such practice follow hereon. The Home Language Identification Survey (HLIS) is administered at the time of initial pupil admission to Franklin K. Lane High School by Lane's Admissions Secretary. If there is evidence of the HLIS' previous administration to the student, the Survey is then not administered; the HLIS' results are documented in the admission package. The HLIS is also administered at the time of initial case opening by the School Assessment Team (SAT), if there is found no evidence of its previous administration. In such event, the HLIS is administered by the Team's ERSS Social Worker. The LAB-R is the formal testing vehicle that is administered to each potential ELL applicant. An in-house designed spoken and written native language evaluation is also administered to each potential ELL applicant; it is the informal testing vehicle. Administration of these evaluations is performed by Ms. Gunther, a certified ESL teacher. Ms. Gunther is trained in ESL, LAB, BESIS, and NYSESLAT administration and placement.

ESL personnel interview parents or guardians in order to gather information concerning the educational system in their country and how it compares with that of the New York City Department of Education. To heighten parental awareness of the programs available in the school, a general orientation is provided for student and parent(s) at the time of admission. Parents watch an orientation video in their native language; they are then given a survey in which they select the instructional model for their child. Parents are given the opportunity to ask questions about each (TBE or ESL) program. We explain that their child will be in the program for one year and that they will have the opportunity to decide whether to keep their child in the selected program or to change it. Generally, we urge the parents to continue with their selections, unless a major intervening factor is encountered. All information is provided in English, Spanish and Bengali. We provide translation at least in other languages, as well (French, Haitian, Romanian). Students who are evaluated for Instructional Support Services and found to be "English Language Learners" receive the prescribed assistance as written on the students' IEPs. The services provided range from "ESL only" to "Bilingual Instructional Services." A "BIS" designation places the student into a full bilingual course of study, with the classroom support of a dedicated Alternate Placement Paraprofessional. However, because Franklin K. Lane High School is in the advanced stages of phase-out, we have not received any newly-inbound students first enrolled in the NYCDOE system.

The student's status is assessed annually, through the Annual Review as to the need for an Alternate Placement Para. Results of the LAB test may influence such decision. ESL students reaching proficiency receive additional support in ELA and Regents preparation. ESL and ELA teachers meet on a weekly basis to discuss student progress and identify areas of improvement.

An entitlement letter is issued to the student's parent or guardian subsequent to admission and evaluation of the formal and informal test results. A letter of continuation is issued biannually to all ELL students, through the teacher of their ESL class. This distribution occurs in October and February. The letter is taken home by the student, signed by his or her parent, and returned to Ms. Gunther. Parent Survey and Program Selection forms are likewise issued biannually. The distribution, return, and collection mechanism is identical.

**(PAGE THREE)**

All ELL students receive ESL services, as mandated. Student placement is currently determined by NYSESLAT (2010) results and results and assessment of student requirements for graduation. The LAB-R is no longer administered because we no longer receive any newly inbound students to the NYCDOE system. Content area program is determined by parental or guardian selection. Such can be fully-bilingual or General Education English-language classes.

NYSESLAT preparation is begun in the ELL students' ELA and ESL classes each February. The examination is typically administered in April and May annually. Results are generally available in August. The resultant data is reviewed and analyzed. They are used to modify student placement and service, suggest interventions, define planning needs, and determine differentiated instruction design as may be necessary or desirable. The modality report incorporates such data.

Program choice trend over the past several years has demonstrated that Hispanic heritage students select the TBE (bilingual) instructional model; Bengali-heritage (LSAU) students select self-contained English-language ESL classes. The populations served are monitored as to number and selection of program model. As and when a sufficient number of students are identified as belonging to the same grade level, they are invited to select a bilingual native language program. In the current year, 13 Bengali-heritage students were offered the option of a 12<sup>th</sup> grade native language bilingual program. Of the 13 students, none's parents opted for such program. One hundred eighty-five (185) Hispanic ELLs are fully served in programs aligned with their needs.

The organizational models of ELL instruction delivery are departmentalized. All GenEd and SETSS- categorized IEP-bearing students are placed in self-contained classes, whether ESL, BIL, or LAU. Self-contained-categorized IEP-bearing students are served in an ESL-based model, with native language bilingual Spanish speaking (alternate placement) paraprofessional classroom support. GenEd and SETSS students are served through the ESL department; self-contained IEP-bearing students are served through the ISS (Instructional Support Services) Department. Program models are ungraded and are homogenously based.

ESL classes are assigned to teachers who are ESL-licensed. The ELA instructional classes are taught by ELA-licensed teachers. The NLA instructional class is taught by a native Spanish language-speaking teacher. The intent is to maximize instructional rigor with each teacher's appropriate skills set and content area strength. All ELLs receive the mandated number of instructional minutes, as required under CR Part 154. Students who score as beginners in the NYSESLAT are programmed for two blocks of ESL daily for a weekly total of 770 instructional minutes. This exceeds the mandated quantity of 540 weekly minutes. Students who score as "intermediate" receive one 77-minute block of ESL daily, for a weekly total of 385 instructional minutes. This exceeds the mandated quantity of 360 weekly minutes. Students who score as "advanced" receive one daily 77-minute block of ESL instruction, and one daily, 77-minute block of ELA instruction. This totals 385 minutes in each per week and exceeds the mandated weekly quantity of 180 minutes. All programs are self-contained; we do not rely on a push-in or pull-out program.

#### **(PAGE FOUR)**

Generally, the instructional models seek an increased ability in the use of English as the instructional and functional language over the four year span of a typical high school student cycle. It is anticipated that there will be increased comfort with and mastery of English by the ELL student with each successive year of instruction.

The relevant content areas are mathematics, social studies, and the sciences. In the TBE program model, the content instruction is delivered in accordance with the recommended TBE percentage of native language usage. Beginners receive 75% Spanish native language support; 25% English. Intermediate and Advanced level students receive proportionally greater English language usage, with diminished proportional native language support. This pattern is continued until ultimate English proficiency is achieved. Common planning time is scheduled to the maximum extent possible in order to encourage collaboration between content area and ESL teachers. TBE teachers align their lesson plans, unit foci, and term curricula with those of their English-instructional-language content peers. This requires common content area foci and similar pacing of the curricula.

The SIOP and CALLA (Cognitive Academic Language Approach) methodology models are employed in classroom instruction in order to develop academic language and teach the students learning strategies. CALLA involves use of scaffolding strategies such as modeling, schema building,

contextualization, text re-presentation and cognitive development. It embeds authentic assessments, graphic organizers, double journal entries, KWL use, anticipation guide, role playing, shared-reading, interactive read aloud, and cooperative learning. Language learning is also reinforced by using the Net with SmartBoard, and class use of Achieve 3000. These programs have been proven to accelerate language acquisition. One self-contained class is taught using the READ 180; a computer- and leveled-texts-based research-based reading intervention program designed to raise the reading levels and test scores of struggling readers. The students apply summarization, analytical, comparative, conclusion, and cause and effect skills in this setting. The students learn how to summarize, analyze, compare and contrast, draw conclusions, cause and effect, and other reading skills. Additionally, this year's major professional development foci and classroom implementation expectations have involved project-based learning, differentiated instruction, infusion of technology, and data-driven assessment. In every ESL class, language modeling techniques are employed in order to advance rapid understanding of general and content-specific language.

English Language Learners read a variety of materials both in Bilingual classes, ESL and Native Language Arts. In Social Studies, students read *Comprende tu Mundo*, *Nuestro Mundo*, *American Nation*, *Historia y Gobierno de Estados Unidos*; in Math, students use *Algebra I*, in Spanish and English; in *Geometry and Trigonometry*; they use *ExamGem* to prepare students for the Regents; in ESL, *Visions Basic*, A, B, C are used as the main textbook, supplemented with class libraries of literary and non-fiction titles.

**(PAGE FIVE)**

ELL instruction is differentiated by subgroup. The instruction is scaffolded and differentiated. The students create theme-based and standards-based projects, and incorporate use of technology. The projects are designed to permit students authentic experiences and enhance classroom instruction. Students use laptops and the internet. SES services are advertised at every PTA meeting. SES services are available to every Lane High School student and are used most heavily by our special-needs populations. Saturday School and PM School classes and club offerings are designed to mutually support each other by selection of activity and academic focus area. These offerings are specified on pages seven through nine.

Franklin K. Lane is slated for ultimate phase-out by June, 2012. We currently have student population in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. The preponderance of our student body is composed of 11<sup>th</sup> and 12<sup>th</sup> graders. We have not accepted 9<sup>th</sup> grade students since the fall, 2008 term. All of our students have resided in the United States for a minimum of three years.

The ELL population who have received from four to six years of ESL service are typically students at-risk of non-completion of high school. These number 69. Such students are directed to a variety of AIS services which meet before school, after school, on Saturdays. These offerings encompass every content area.

The support requirements of Long-Term ELL students are interwoven with those created for special-needs students. SETSS-mandated IEP-bearing students are included within the special-needs population.

For long term ELLs, we offer additional classes for credit in Science, Social Studies, Math and English after school and on Saturday. To increase students' comfort level and motivation, teachers who are bilingual native language speakers of Spanish are hired for such classes to the maximum extent possible. The students' academic performance and attendance are monitored by a dedicated Guidance Counselor. Several of these classes are modeled upon clubs and are credit-bearing.

Additional targeted interventions have been designed for students with special needs. These involve, among others, the establishment of a protocol for making up work missed while absent, and credit recovery options. Service delivery mechanisms include day-long available AIS tutorial assistance, provided by one SETSS teacher, in a central location, PM School, Saturday School, and the purchase and use of computer aided instruction (Achieve 3000, Destination Math, and Read 180). Non-readers are identified by administration of the Gates-McGinitie assessment and programming students for Read 180.

Franklin K. Lane High School introduced a 77-minute instructional block schedule in the 2006-2007 school year. It has continued since then. Additionally, block scheduling reduces the total number of students each teacher works with thereby increasing the ability of teachers to differentiate instruction and to develop AIS plans for students.

**(PAGE SIX)**

Eleventh grade and twelfth-grade students are SLC-based by way of focused Advisory classes. This allows these teachers to work together to plan curriculum, and identify student needs early in the term. Twelfth-grade SLC students will take an English-focused Capstone class. This facilitates students' completion of their Capstone project and college applications. SLC Advisory teachers, ELA teachers and guidance staff collaborate in this

endeavor. Common planning time will be dedicated to increasing the percentage of students who accumulate 10 or more credits each year and increase the percent of students who earn a 65 or higher on the Regents Examinations. Specifically, common planning time is dedicated to the following targeted interventions:

- Improving student attendance—SLC team of teachers, attendance staff, guidance counselor and dean develop individual student attendance improvement plans. The SLC team creates incentives for team attendance improvement.
- Improvement of student behavior—SLC teachers team will develop individual plans for student behavior improvement.
- Creating Academic Intervention Plan—SLC team will monitor individual student progress and create improvement plans for students who are not meeting standards including English Language Learners, Special Education Students, African American students and Hispanic students. Academic intervention is provided by teachers during student lunch periods, during credit-bearing classes held during Block 6 and Saturday.

Continuing transitional support programs are not offered at Franklin K. Lane High School. We have not found ELL students who have achieved proficiency on the NYSESLAT. A discussion of NYSESLAT modality findings follows hereafter.

It inspected that all current AIS offerings will continue in the 2010-2011 academic year. It is not expected that any program will be discontinued.

All ELL students are afforded equal access to all school programs, whether formal, for-credit instruction in the course of the usual school day; informal, AIS tutorial-based, non-credit-bearing instruction; independent credit recovery offerings, both CPU-based and text-based; club participation; ROTC offerings; and COSA-sponsored social events. Equal access is afforded by dint of formal student program construction efforts, which seek to provide students the widest choice of participation, at the highest academic function-based levels, in the least-restrictive environment possible for each of Lane High School's students. Guidance counselors program students in accordance with their credit and content area distribution needs, in accord with specific legal mandates. Where desirable, custom, hand-picked programming is accomplished for our special needs students, whether the focus area is formal instructional classes, AIS classes, or independent credit recovery efforts.

In the fall, 2010 semester, nine Block 6, "PM School" classes were offered. All yield one credit, except for the Physical Education offering, which yields .58 credit: These were:

**(PAGE SEVEN)**

EL11 English Literature elective;

H3PP Global History 3;  
H400 Global History 4;  
H5PP US History 1;  
H600 US History 2;  
MG21 Geometry 1;  
PPOP Physical Education;  
PHEP Health Education;  
SL1P Living Environment 1.

In the fall, 2010 semester, three Block 6 clubs are offered under the auspices of the Century 21 grant. These are: Martial Arts  
Audio-Visual  
Cross-Cultural Connections.

These are available to all students.

In the fall, 2010 semester, six “Saturday School” classes are offered. All yield one credit, except for the Physical Education offering, which yields .58 credit. These were:

EL1PX English elective;  
H4PPX Global History 4;  
H6PPX US History 2;  
MG22X Geometry 2;  
PPO2X Physical Education;  
SL2PX Living Environment 2.

In the fall, 2010 semester, three Saturday club activities are offered under the auspices of the Sports and Arts grant. These are Basketball, Step-Dance, and Physical; Fitness.

In the spring, 2011 semester, 10 Block 6, “PM School” classes are planned. All will yield one credit, except for the Physical Education offering, which yields .58 credit: These are:

EL4S English 4 ESL elective;  
EL12 English Literature elective;  
H3PP Global History 3;  
H4PP Global History 4;  
H5PP US History 1;

H6PP US History 2;  
MG22 Geometry 2;  
PPOP Physical Education;  
PHEP Health Education;  
SL2P Living Environment 2.

**(PAGE EIGHT)**

In the spring, 2011 semester, six “Saturday School” classes are planned. All will yield one credit, except for the Physical Education offering, which yields .58 credit, and the Regents preparation class. These are:

EL1PX English elective;  
H4PPX Global History 4;  
H6PPX US History 2;  
MG22X Geometry 2;  
PPO2X Physical Education;  
SL2PX Living Environment 2.

TEQ SmartBoard, Achieve 3000, a variety of CPU-based instructional software programs, including the offerings of a newly contracted vendors (Odyssey-Compass Learning and Apangea Math), graphic organizers, laptop-enabled mobile projection carts, laptop-based instructional programs (Read-180), easel charts, and graphic organizers are commonly used to support all of Lane’s students.

Native language support is afforded in each of the program models. In the TBE/NLA model, this is accomplished by providing one class of native language arts instruction daily plus instruction in the specific content areas needed for fulfillment of graduation requirements. The NLA class involves the examination, study, and discussion of literature, culture, and language, in Spanish language. In the ESL model, the differentiation of instruction, use of scaffolding models as typified by CALLA and SIOP, vocabulary development, modeling activities, including physical gestures, idiomatic English and academic English introduction, visual supports, graphic supports, and interactive (pupil-to-pupil) group supports are the major methodologies. In the TBE/NLA case, the amount of native language support varies proportionally in accord with student distance from English language proficiency. The greater the student distance, the greater the relative proportion of Spanish language support and the lesser the amount of English language usage; the lesser the distance, the lesser the amount of native language support and the greater the amount of English language usage. In the ESL model, the lesser the distance from English language proficiency, the greater the frequency and intensity of English language usage; the obverse, as well. In the LAU students’ case, the greater the distance from English language proficiency, the greater the in-class reliance

upon interactive (pupil-to-pupil) group supports; the lesser the distance to English language proficiency, the lesser the reliance upon interactive (pupil-to-pupil) supports.

All required supports and provision of resources correspond to ELL grade levels.

Franklin K. Lane High School's past protocols for the admission of newly-enrolled ELL students are detailed at length on page two of the LAP document.

The sole language elective offered to ELL students is Spanish. There are not currently, nor have there been in previous years, sufficient numbers of other-native-language students to create a Bengali language elective.

**(PAGE NINE)**

The Language Allocation Policy Team has recommended specific areas of focus for Teacher professional development. These have been incorporated in Lane's offerings this academic year. The professional development offerings generally do not make distinction between teacher assigned content areas. Rather, the offerings are universal in their applicability to the direct methodological improvement of instruction. The major categories of such instructional methodologies have been: application of technology; student assessment; differentiation of instruction; project-based learning. These offerings are directly relevant to the mandated 7.5 hours of ELL professional development for all teachers, per Jose P settlement.

In the fall semester, ELA and ESL teachers have attended once weekly professional development workshops, technology usage training (inclusive of SmartBoard) and pedagogical practice conferences with the Aussies professional development personnel. The instructional topics involve project-based learning, differentiation of instruction, assessment tools location, creation, and application, and data-based student inquiry practices. This contract is anticipated to run through the full academic year.

Additionally, teachers were instructed in the application of data-based inquiry and planning (use of "data binder" and ARIS); and technology-based instructional skills ("PD-360;" "Smart Board;" "Odyssey-Compass Learning" and "Apangea Math"). These events occurred as follows:

November 2, 2010

Student Conferencing Protocol and Feedback ("Data binder" usage): 45 minutes

SmartBoard: three hours  
Apangea Math: three hours  
Compass Learning: three hours  
PD-360: two hours.

PD-360 will be employed as a professional teacher training methodology through the course of the school year on a weekly basis. At minimum, one ESL teacher will attend BETAC professional development offerings as they materialize. Typically, these cover topics such as “Differentiation of Language Acquisition Difficulties from Learning Disabilities” and “What’s Common about Common Language Assessment?”

In the spring semester, it is anticipated that ESL and ELA teachers will have similar access to the same professional development menu.

The overall Professional Development goal is to continue differentiation of instruction, incorporate project-based learning into daily classroom action, and use technology so as to multiply enhance student opportunities for success.

**(PAGE TEN)**

Parental involvement revolves about the monthly PTA meetings. As a general rule, these are held immediately following the School Leadership Team (SLT) monthly meetings. Typically, the SLT meets at 4:30 on the afternoon of the first or second Tuesday of each month. There are three parent representatives in regular attendance at the SLT meetings. There are generally 20 to 25 parents present at each PTA meeting. Principal Bynum, Assistant Principals Garcia and Strahl, (native bilingual Spanish speaker) Guidance Counselor Terrero, PTA President Lima B are in attendance thereat. Most of the above staff are Spanish-speakers. It is planned that an adult education class will be formed for either of one weeknight or Saturday morning. It is anticipated that the class will alternate between two topics: instruction of the English language and computer and internet literacy.

Franklin K. Lane High School partners predominantly with the Cypress Hills Local Development Corporation’s CHECC program (“Cypress Hills Educational Choices”), CBO, for the provision of workshops and services to ELL parents in the community at-large. It offers a GED preparation program at a local Primary School on Linwood Street. It provides referrals to social service agencies in the community. Parental needs are evaluated

in the course of student-focused meetings with guidance and administrative staff, by consensus at PTA meetings, and by surveys. Each of Lane High School's direct service provisions, inclusive of VESID referrals, transitional and vocational planning, its CBO-based services, and CBO referrals are directly relevant to the expressed needs of its parent members.

We work closely with the PTA president, attendance teachers, attendance aides, Related Service Provider (RSP) staff, and North Shore-Long Island Jewish-Schneider Children's Hospital to increase parental involvement in the school.

The Language Acquisition Policy is examined annually by the LAP Team for relevance to student and teacher needs. Data analysis of student NYSESLAT scores indicate areas of academic need, and drive the definition of responsive interventions to remedy such concerns. Improved, targeted professional development is identified to further assist teachers' implementation of instructional methodologies and strategies that address these needs.

Data derived from analysis of NYSESLAT scores over the past three years suggest that academic growth in English language learning has slowed markedly. Previously, beginners demonstrated strong growth over the four years of high school. An analysis of the current year's data shows little grade-to-grade growth by the beginning population, with a significant number of students demonstrating little forward growth over the past four consecutive test administrations. While strength is shown in the subtests of speaking and reading, little growth has occurred in those of listening and writing.

In the 9<sup>th</sup> grade, which currently consists of 11 ELL students, results for this year's administration of the NYSESLAT demonstrated a marked improvement over last year's. Six (55%) scored at the Beginner's level; two (18%) scored at Intermediate level; three (27%) scored at the Advanced level. The Modality Analysis table reveals that there was a pronounced increase in the frequency of Reading/Writing scores of

## **(PAGE ELEVEN)**

9<sup>th</sup> graders in the Advanced category compared to the 2009-2010 school year. Three of seven (44%) scored "Advanced" in Reading/Writing versus three (15%) in the prior year. Several students scored significantly higher in their Reading/Writing abilities than in their Listening/Speaking skills. In the balance of proficiency categories, both for Listening/Speaking and Reading/Writing, the scores distribution and percentages are static year-to-year.

The attendance issue demonstrated by this group is similar to that faced by the school as a whole. It is likely that these results correlate closely with student demoralization consequent to the announcement of Lane's ultimate phase out in June, 2012. Lane's attendance issues are addressed regularly by its team of Attendance Teachers, who perform daily community outreach visits to retain or attract our attendance-impaired students.

The conclusions to be derived from an analysis of the disaggregated data above are that attendance at the test administration declined; scores diminished rather than grew; such scores do not necessarily reflect language proficiency, but rather correlate with low attendance and general undistinguished academic performance. Typically, the 9<sup>th</sup> grade cohorts are the least mature, most subject to academic failure and delay of any grouping in high school.

The suggested interventions resultant from such conclusions are the development and creation of an individualized behavior modification plan, inclusive of personal goals clarification, learning style analysis, and time management skills development. These items are included in the "student data binder" that each teacher is expected to complete and maintain for each of his or her students. Increased parental involvement and responsibility can be sought through conferences. Where warranted, additional counseling by the student's Guidance Counselor will be provided. If necessary, an ERSS Social Worker referral can be made, and the student will be counseled by the SAT.

In the 10<sup>th</sup> grade, which currently consists of 41 ELL students, most Beginner-level students demonstrate weakness in Listening, Reading, and Writing. About 61 percent of the 10<sup>th</sup> grade ELLs are at the Intermediate level. This is consistent with normal growth expectations; it is an improvement of 12% year-over-year. Some IEP-bearing students demonstrate a significant discrepancy between Listening/Speaking and Reading/Writing skills. They are Proficient in Listening/Speaking; Beginners in Reading/Writing. Reading/Writing skills for Intermediate students are stronger than their Listening/Speaking skills (54% vs. 24%). Students tested this year demonstrated a large improvement in Listening/Speaking performance: 41% of 10<sup>th</sup> graders tested Proficient in Listening/Speaking vs. 13% in the 2009-2010 year. Students tested this year demonstrated, likewise, a large improvement in Reading/Writing performance: 54% of 10<sup>th</sup> graders tested Intermediate in Listening/Speaking vs. 10% in the 2009-2010 year.

The conclusions to be derived from an analysis of the disaggregated data above are that most General Ed Intermediate students have made substantial linguistic and writing progress, within norms. As to the IEP-bearing students' performance discrepancies, most are by professional observation, strongest in verbal communication. Their weaknesses in formal written expression are derived from reading dysfunction that

**(PAGE TWELVE)**

result from their learning disabilities.

The suggested interventions for this group are reinforced listening skills, the programming of Beginners for at least 540 minutes weekly of ESL, differentiated instruction keyed to the individual student's learning style, grouped instruction, and increased native language support. The interventions recited above for 9<sup>th</sup> graders would be applicable to this group, as well.

In the 11<sup>th</sup> grade, which currently consists of 15 ELL students, most Intermediate students are more proficient in Reading/Writing (8/73%) than Listening/Speaking (6/55%). Most 11<sup>th</sup> graders are at the Intermediate level. In contradistinction to last year's disaggregated data, there are no Beginners in the 11<sup>th</sup> grade Listening/Speaking category. There had been 6 (12%) last year. There are 3 (27%) in Reading/Writing this year, compared with 12 (24%) last year.

The conclusion to be derived from an analysis of the disaggregated data above is that a significant number of 11<sup>th</sup> graders are not speaking English in their ESL classes, nor are they communicating with their peers in English, or communicating in English with their parents or others in their neighborhood communities.

The suggested intervention is that a dramatic increase in spoken English usage occur by an appeal to parents for such support. Intensive English language usage should occur in the students' ESL classes. accelerated, intensive spoken English language class formation should be considered.

In the 12<sup>th</sup> grade, which currently consists of 133 ELL students, there remain 9 Beginners in Listening/Speaking skills (7%) and 26 (20%) Beginners in Reading/Writing skills. Among Intermediate-level students, there are likewise a greater number of students proficient in Reading/Writing than in Listening/Speaking, 92 in the former category vs. 65 in the latter. All other category results do not demonstrate significant change, year-over-year.

The conclusion to be derived from an analysis of the disaggregated data above is that a significant number of 12<sup>th</sup> graders (approximately 20% in the 2010-2011 year vs. 18% in the 2009-2010 year) are not speaking English in their ESL classes, nor are they communicating with their peers in English, or communicating in English with their parents or others in their neighborhood communities.

The suggested intervention is that a dramatic increase in spoken English usage occur by an appeal to parents for such support. Intensive English language usage should occur in the students' ESL classes. accelerated, intensive spoken English language class formation should be considered.

ELL student achievement on Regents exams is reported in the NYSESLAT Modality Analysis segment of the LAP Worksheet. Native Language results for Regents examinations are not available. In the case of IEP-bearing students, there was no statistical difference in performance outcome from administration of a content area RCT exam in the native language.

**(PAGE THIRTEEN)**

The Language Allocation Policy Team has addressed this instructional challenge by designing tutorial services to the students during and after school, by creating a Saturday Academy, and the introduction of ESL-focused and bilingual instruction-focused classes in Saturday School. The Saturday and after-school offerings are predominantly credit bearing courses in ESL and content areas. Tutoring (AIS) and Enrichment classes, and Regents/RCT preparation classes are remedial in focus and non-credit bearing.

The Language Allocation Policy Team has recommended specific areas of focus for Teacher professional development. These have been incorporated in Lane's offerings this academic year. They are above-described on page nine of this document.

The overall success of the TBE and ESL programs for the NLA and LAU populations, as well as for IEP-bearing students is determined by on-track, timely graduation from high school, with appropriate school-furnished transitional, educational, and vocational planning realistically designed to afford the students future educational and employment success in the United States of America.

### **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**

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

Parents of English Language Learners are required to fill out a Home Language Survey and Program Selection Form as part of our admission process. At school events such as PTA meetings, Open School Night and other activities, our school provides Spanish interpretation and translation of all handouts and newsletter to parents and guardians. Urdu, Chinese, Bengali and Haitian speaking parents are frequently notified about our translation and interpretation services.

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.

There is an obvious need to increase translation of documents in Spanish and to provide translation in Urdu, Chinese Bengali and Haitian. We need to translate school policy and information about all the educational programs and services available in the school as well as teachers-written letters addressed to parents regarding their children's progress in their classes. Thus, we translate all documents into Spanish. We have staff members who speak Arabic and Urdu. We constantly seek to hire staff members who speak these languages.

#### **Part B: Strategies and Activities**

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

For all our school-related activities, we will provide native language version in Spanish.

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.

We will continue providing interpretation services during the admission process and all school events to which parents are invited. We will also provide translators to teachers and other staff who need to talk to non-English speaking parents. Oral interpretation will be provided in

Spanish, Bengali, Haitian and Urdu. If needed, this service would be offered in other languages. We will continue using our simultaneous translation equipment. If necessary, we use the DOE translation and interpretation services.

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>.

Parents will be notified at the beginning of the school year that they are entitled to receive language assistance services and how to get this service when they visit or call the school. This information will be disseminated by the main entrance and school's staff will be notified about it. The school's safety plan will include a provision concerning this matter to ensure that parents receive language assistance if needed. We will provide training in the parents' native language on how to search the DOE website to request this service.

## 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$583,819	\$15,563	\$599,382
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,838	\$156	\$5,994
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,191	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,382	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year:   100%
6. If the percentage of high quality teachers during 2010-2011 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Statement of Parent Policy FRANKLIN K. LANE HIGH SCHOOL**

**SCHOOL VISION AND MISSION** – State the vision for your school community and your school’s mission that reflects its intent to achieve this vision. (Note: The school’s vision and mission must articulate high expectations for all students.)

Members of the school community believe in the value that a large school can offer to many students in terms of broad choices of an educational program and the possibility of exciting extra-curricular and sports programs. Lane HS currently offers both sports and extra-curricula, with broad participation by students. The school also realizes the value of individualized attention and personalization that has been shown to result in increased attendance and improved academic performance afforded by small learning communities. Thus, by creating SLCs in a large, comprehensive high school, students can have the “best of both worlds”.

**Franklin K. Lane High School** is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

### **I. General Expectations**

**Franklin K. Lane High School** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. **Franklin K. Lane High School** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.
2. **Franklin K. Lane High School** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.

- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **Franklin K. Lane High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2010
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops may be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc...

### **School Visitations**

Parents with children attending **Franklin K. Lane High School** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/**PAC** meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

### **Professional Development:**

**Franklin K. Lane High School and CSD 19** will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents at District 19 annual events and activities.

**ELL Professional Development:** City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** City-wide and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### **Project Funding**

**Franklin K. Lane High School** will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**Franklin K. Lane High School** will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of **Franklin K. Lane High School** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,

- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending **Franklin K. Lane High School** and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of **10 #** parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **Franklin K. Lane High School** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **Franklin K Lane High School** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

**The Co–Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC’s budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **Luis Arroyo PTA President and Title I PAC Chair**. This policy was adopted by the **Franklin K. Lane High School on February 13, 2008** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 31, 2010.

### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

### **Part B: School-Parent Compact**

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at

<http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

**1. 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 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

**Franklin K. Lane High School**  
**999 Jamaica Avenue**  
**Brooklyn, New York 11208**  
**Phone (718) 647-2100/Fax (718) 235-4877**  
**2010-2011**  
**Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>Franklin K. Lane High School will:</b>	<b>The Parent/Guardian will</b>
<b>(Franklin K. Lane High School)</b> , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)	Describe the ways in which parents will support their children’s learning, such as:

(participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-20010.

**(Franklin K. Lane High School) will:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:  
**Parent-teacher conferences will be held on the following dates:**  
**9/1/10 10/5/10, 11/9/10, 12/7/10, 1/4/11, 2/1/11, 3/1/11,. 4/5/11, 5/10/11, 6/7/11**
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing,

- Promoting positive use of my child's extracurricular time
  - Monitoring attendance
  - Making sure that homework is completed
  - Monitoring amount of television their children watch
  - Volunteering in my child's classroom
  - Participating as appropriate, in decisions relating to my children's education.
  - Promoting positive use of my child's extracurricular time.
  - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
  - 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.

**[Student Responsibilities (revise as appropriate to grade level)**  
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 and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

<p>and timely way.</p> <ul style="list-style-type: none"> <li>• Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.</li> </ul> <ul style="list-style-type: none"> <li>• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.</li> <li>• Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.</li> <li>• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</li> <li>• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math,</li> </ul>	
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language arts and reading.

- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

**SIGNATURES:**

\_\_\_\_\_  
**FRANKLIN K. LANE HIGH SCHOOL**  
**SCHOOL**

\_\_\_\_\_  
**PAC CHAIR OR PTA PRESIDENT**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**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.
  - a. Entire staff given class lists and ARIS information that contain students Regents, credit accumulation and attendance information disaggregated by ethnic group and cohort.
  - a. 11<sup>th</sup> and 12<sup>th</sup> grade SLCs meet weekly to study student progress towards goals.
  - b. Cabinet and support staff analyzed credit accumulation and progress towards graduation of all cohorts, and prepared individual plans of success for students at risk, created classes for students who have not passed Regents with their cohort, and created the Phase-Out Credit Intervention program, Saturday School and Enrichment Academies to provide opportunities for credit accumulation.
  
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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.

**Please See Part IV, V and VI**

English Language Arts pages

Mathematics Pages

Science Pages

Social Studies pages

3. Instruction by highly qualified staff.

**100% of Core Classes will be taught by highly qualified staff.**

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.

- . Please see Part IV, V, VI
- i. Math and English teachers attend conferences.
- ii. School wide PD provided in ESL methodology
- iii. School wide PD provide in Literacy across the content areas
- iv. Curriculum mapping
- v. Hiring of Math Coach (budget permitting)
- vi. Hiring of 9<sup>th</sup> Grade Math Consultant (budget permitting)
- vii. Hiring of Lead teachers in ELA, Math, Special Education (Budget permitting)
- viii. Hiring of 11<sup>th</sup> grade ELA / History Consultant (budget permitting)

Hiring of Collaborative Team Teaching consultant (budget permitting)

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

School is phasing out and placing teachers in excess.

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

Saturday Enrichment, SIFE Program, Family nights, PTA meetings, Award nights, student performances.

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.

- a. Common Planning time for all 11<sup>th</sup> teachers. Common planning time for 12<sup>th</sup> grade ELA and History teachers.
- b. Teacher committees creating Individual Curriculum units to support instruction.
- c. Teacher committees create common assessments and projects and discuss student work during common planning time.
- d. SLC advisory meets monthly.  
Teacher teams and study groups meet weekly.

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.

- Please see Appendix I
- Department tutoring, SLC team and Cabinet monitors cohort and scholarship data and shares with staff. Students are assigned staff tutors (circular 6). There is PM tutoring, Saturday tutoring and credit recovery and Winter, Mid0 Winter, and Spring Enrichment sessions. School is annualized and English teachers loop from grade 9 to grade 10.

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.

- All CBOs and outside service providers attend monthly SLT meetings, are invited to present to the faculty during faculty conferences and professional development days, attend cabinet meetings when appropriate.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring (Advanced)      **SURR<sup>3</sup> Phase/Group (If applicable):** 10

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Please see Section IV

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Please see Section V and VI

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

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.

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

*SURR schools that have been identified must complete this section.*

**SURR Area(s) of Identification:** Math, English, and ELL

**SURR Group/Phase:** Group 10      **Year of Identification:** 2003      **Deadline Year:** June, 2012

**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.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
October 23, 2010 November 23, 2010 December 16, 2010	1. Administrative <ul style="list-style-type: none"> <li>• The Principal, with the support of the Local Instructional Supervisor, needs to update and clearly define the job duties and responsibilities for the assistant principals.</li> <li>• A plan should be developed to address improving the communication among all the stakeholders, including the district/region, the principal and assistant principals, deans, school safety officers, teachers, guidance counselors, etc.</li> <li>• The district/region, in support of the administration, must assist in more effective procedures for the allocation of resources to purchase and distribute a sufficient quantity of updated and adequate textbooks and other printed course materials.</li> </ul>	Administrative <ul style="list-style-type: none"> <li>• All APs meet with teachers to review grades and develop strategies to improve scholarship. Teacher teams creating Individual Credit Units to work with students who have fallen behind in credits. Expanded tutoring, peer tutoring, PM and Saturday school .</li> </ul> Professional Development <ul style="list-style-type: none"> <li>• Purchased online professional development (PD360). Lead teachers in math and literacy. ESL teachers working on exiting criteria. Teachers taking QTel training</li> </ul> Special Education

	<ul style="list-style-type: none"> <li>• The district/region and the school should devise and implement a viable plan to restore and/or establish advanced-level courses at this school.</li> <li>• The district/region and the school’s administration must recruit and retain teachers who are certified and otherwise will qualified. Emphasis must also be placed on helping uncertified teachers become certified.</li> <li>• The district/region should support and assist the school in designing and implementing a comprehensive professional development plan to promote the design and use of standards-based lessons.</li> <li>• The district/region should permanently appoint a principal.</li> </ul> <p>Professional Development</p> <ul style="list-style-type: none"> <li>• The district/region should provide professional training for the assistant principals in instructional leadership and the use of student performance data in making decisions about curriculum and instruction.</li> <li>• The district/region should facilitate making student assessment data available to the school’s teachers via the principal and assistant principals. Professional development should also be provided to enable them to use the data to improve their student’s opportunities best practices for ESL instruction as part of the comprehensive professional development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Center working with collaborative team teachers.</li> </ul>
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	<p>Technology</p> <ul style="list-style-type: none"> <li>• The district/region should assist the school in developing the State-required five-year technology plan for the entire school. The development of the plan should begin with a needs assessment and inventory of existing hardware and software. The plan should also provide for appropriate training for an instructional staff. The district/region should take steps to provide adequate classroom equipment and systematic staff development to use these tools effectively.</li> <li>• The district/region should assist in installing a minimum of one computer with internet access in each special education classroom for students to conduct research and other course-related activities. A review of classroom utilization should be conducted in order to find full size classrooms for special education classes.</li> </ul> <p>Special Education</p> <ul style="list-style-type: none"> <li>• The district/region must implement the least restrictive environment for students with disabilities and provide professional development on the learning standards for teachers of special education.</li> </ul> <p>Student Support Services</p> <ul style="list-style-type: none"> <li>• The district/region should assist the school in establishing a system of interventions for students who transfer into Franklin K. Lane High School as a result of being placed on superintendent's suspension.</li> </ul>	
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	<p>Parental Involvement</p> <ul style="list-style-type: none"> <li>• The district/region should increase its support of the school's PTA through workshops and other means. Space must be allotted for a family resource room.</li> </ul> <p>Building &amp; Maintenance</p> <ul style="list-style-type: none"> <li>• The district/region should support the modernization of the school's heating system so that classroom temperatures may remain consistent throughout the building.</li> <li>• The district/region should allocate funding in order to purchase American flags and to see that all classroom clocks are in working order.</li> <li>• The district/region should review the existing telephone system in order to increase capacity.</li> </ul>	
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## **APPENDIX 7: 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>

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### **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.)

13

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

Students in Temporary Housing will be provided counseling services to assess emotional, social and academic needs. Students will be provided school supplies. Tutoring will be available for students during Block 6 and Saturday School. Expenses for school trips and graduation gowns will be covered

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Franklin K. Lane High School					
<b>District:</b>	19	<b>DBN:</b>	19K420	<b>School</b>		331900011420

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		66.3	61.3	60.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	314	121	43				
Grade 10	762	275	88				
Grade 11	250	221	34				
Grade 12	459	402	327				
Ungraded	2	1	0				
<b>Total</b>	<b>1787</b>	<b>1020</b>	<b>492</b>				

<b>Attendance - % of days students attended:</b>				<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	66.3	61.3	60.0		88.6	95.8	95.9

<b>Poverty Rate - % of Enrollment:</b>				<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	66.3	67.7	54.7		18	172	30

<b>Recent Immigrants - Total Number:</b>				<b>Special Education</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	217	43	4				

<b>Suspensions (OSYD Reporting) - Total Number:</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Principal Suspensions	36	40	27	CTE Program Participants	N/A	228	216
Superintendent Suspensions	83	55	17	Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	404	237	TBD	Number of Teachers	174	125	66
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	58	47	23
# receiving ESL services only	142	85	TBD	Number of Educational Paraprofessionals	6	6	17
# ELLs with IEPs	20	22	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	513	465	536	% fully licensed & permanently assigned to this school	98.9	98.4	95.6
				% more than 2 years teaching in this school	83.6	91.3	89.4
				% more than 5 years teaching anywhere	54.2	75.6	100.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	86.0	89.4
American Indian or Alaska Native	0.2	0.3	0.2	% core classes taught by "highly qualified" teachers	96.6	94.1	91.8
Black or African American	24.0	21.4	20.1				
Hispanic or Latino	65.2	66.8	70.1				
Asian or Native Hawaiian/Other Pacific	8.3	8.9	7.1				
White	2.1	2.4	2.4				
<b>Male</b>	51.9	53.0	55.3				
<b>Female</b>	48.1	47.0	44.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>	Yes	If yes,					HS
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year					
Corrective Action (CA) – Year					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					v

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	X

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	X	42
<b>Ethnicity</b>							

American Indian or Alaska Native							-
Black or African American				X	X		
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				X	v		
White				-	-		-
Multiracial				-	-		
Students with Disabilities				X	X		
Limited English Proficient				X	X		
Economically Disadvantaged				X	X		
<b>Student groups making</b>				0	1		0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 305</b>	District <b>19</b>	School Number <b>420</b>	School Name <b>Franklin K Lane HS</b>
Principal <b>Marlon Bynum</b>		Assistant Principal <b>David Strahl</b>	
Coach		Coach	
Teacher/Subject Area <b>Emanuela Gunther/ESL Teacher</b>		Guidance Counselor <b>Hilda Terrero</b>	
Teacher/Subject Area <b>Sonia Bravo/Social Studies</b>		Parent <b>Cruz Alvarez</b>	
Teacher/Subject Area <b>Nelson Estrada/Social Studies</b>		Parent Coordinator	
Related Service Provider <b>Charlyn Sanchez</b>		Other	
Network Leader <b>Joanne Mejias</b>		Other	

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>542</b>	Total Number of ELLs	<b>206</b>	ELLs as Share of Total Student Population (%)	<b>38.01%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

L

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

- K  1  2  3  4  5   
 6  7  8  9  10  11  12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										4	8	8	7	27
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										4	4	12	12	32
<b>Total</b>	0	0	0	0	0	0	0	0	0	8	12	20	19	59

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	69	Long-Term (completed 6 years)	51

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	41			31			15			87

<b>Dual Language</b>																					0
<b>ESL</b>	38		1	21		3	27		2												86
<b>Total</b>	79	0	1	52	0	3	42	0	2												173

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

<b>Transitional Bilingual Education</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	25	6	51	84
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	2	25	6	51	84

<b>Dual Language (ELLs/EPs)</b>																				
<b>K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	41	12	121	185
Chinese														0
Russian														0
Bengali											1	1	13	15
Urdu											1		1	2
Arabic													1	1
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												2		2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	11	43	15	137	206

## Part IV: ELL Programming

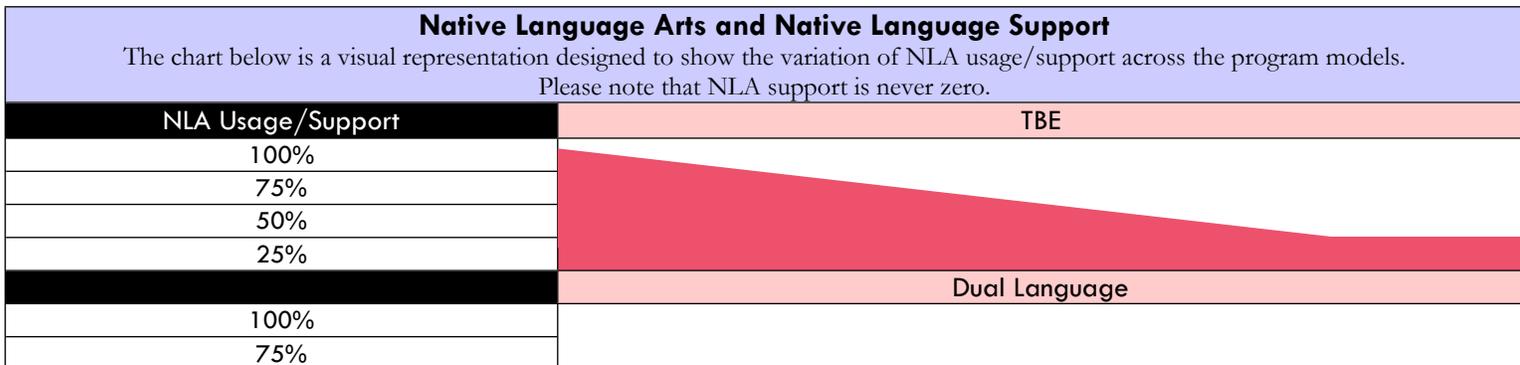
### A. Programming and Scheduling Information

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.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

### E. Parental Involvement

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

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	11	5	30	52
Intermediate(I)										2	25	10	95	132
Advanced (A)										3	7	0	12	22
Total	0	0	0	0	0	0	0	0	0	11	43	15	137	206

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	5	0	9
	I										2	10	6	65
	A										1	9	3	38
	P										2	17	2	21
READING/ WRITING	B										3	11	3	26
	I										1	22	8	92

	<b>A</b>											3	8	0	14
	<b>P</b>											0	0	0	1

<b>NYS ELA</b>															
<b>Grade</b>		<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>					
3															0
4															0
5															0
6															0
7															0
8															0
NYSAA Bilingual Spe Ed															0

<b>NYS Math</b>										
<b>Grade</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	English	NL	English	NL	English	NL	English	NL		
3										0
4										0
5										0
6										0
7										0
8										0
NYSAA Bilingual Spe Ed										0

<b>NYS Science</b>										
	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	English	NL	English	NL	English	NL	English	NL		
4										0
8										0
NYSAA Bilingual Spe Ed										0

<b>NYS Social Studies</b>										
	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Total</b>	
	English	NL	English	NL	English	NL	English	NL		
5										0
8										0
NYSAA Bilingual Spe Ed										0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	248		14	
Math <u>MXRE</u>	81		9	
Math <u>MXRG</u>	8		0	
Biology				
Chemistry	11		1	
Earth Science				
Living Environment	93		27	
Physics	36		8	
Global History and Geography	102		26	
US History and Government	110		38	
Foreign Language	9		8	
Other <u>MXRB</u>	3		0	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. 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.

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$583,819	\$15,563	\$599,382
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,838	\$156	\$5,994
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,191	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58,382	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. 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.

**We will reach out to the Federal Government and have them address the status issues of 2 ROTC personnel who prevented us from reporting 100%.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the

required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Statement of Parent Policy**

### **FRANKLIN K. LANE HIGH SCHOOL**

**SCHOOL VISION AND MISSION** – State the vision for your school community and your school’s mission that reflects its intent to achieve this vision. (Note: The school’s vision and mission must articulate high expectations for all students.)

Members of the school community believe in the value that a large school can offer to many students in terms of broad choices of an educational program and the possibility of exciting extra-curricular and sports programs. Lane HS currently offers both sports and extra-curricula, with broad participation by students. The school also realizes the value of individualized attention and personalization that has been shown to result in increased attendance and improved academic performance afforded by small learning communities. Thus, by creating SLCs in a large, comprehensive high school, students can have the “best of both worlds”.

**Franklin K. Lane High School** is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that as required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

#### **I. General Expectations**

**Franklin K. Lane High School** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will encourage parent participation in district-wide events and activities
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. **Franklin K. Lane High School** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the

ESEA. An annual meeting will be held by October 31 of each year in order to adopt this policy.

2. **Franklin K. Lane High School** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parent individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **Franklin K. Lane High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join the Parent Teacher Association

(PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)

- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State's academic content standards
  - the State's student academic achievement standards
  - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA/PAC executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PAC Chair person and PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by October 31, 2010
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by back pack to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops may be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc...

### **School Visitations**

Parents with children attending **Franklin K. Lane High School** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring)
- PTA/PAC and SLT meetings (monthly)
- Student of the month celebrations held in conjunction with PTA/PAC meetings,
- Honor's Night at the end of each marking period,
- Culminating celebrations marking their child's success at the school and
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

**Professional Development:**

**Franklin K. Lane High School and CSD 19** will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

**Professional Development** is provided by the National /Region II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. It is recommended that one (1) PAC member attend each conference.

**Professional Development** is provided for parents at District 19 annual events and activities.

**ELL Professional Development:** City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** City-wide and District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

**Project Funding**

**Franklin K. Lane High School** will set-aside a minimum of 1% of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation

with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

**Franklin K. Lane High School** will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meetings.

### **Responsibilities of the Title I Parent Advisory Council**

In order to maintain the effectiveness of **Franklin K. Lane High School** Title I Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve for two year term,
- b. Attend monthly school and district meetings,
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report with parent members of the school community,
- e. Review and provide input in the CEP, annual program evaluations and budget proposals, and
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

### **Qualifications of PAC Representatives**

Members of Title I Parent Advisory Council must be a parent of a child attending **Franklin K. Lane High School** and elected by parent membership.

### **Election/Voting Procedures**

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PA/PTA elections
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO,
- c. Nomination committee will be formed in April of the election year
- d. Nominations will be accepted from the floor and closed on the day of elections
- e. A quorum of **10 #** parent members must be present to conduct official business of the PA/PTA and PAC
- f. Only parents with children attending **Franklin K. Lane High School** can vote
- g. Absentee ballots/nominations or voting by proxy is not permitted
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

### **Duties of PAC Officers**

The Title I PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

**The Chair** shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of the nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **Franklin K Lane High School** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents in New York City regarding proposed allocations, CEPs, bases for formulas, proposals, ect. and be an ex-officio member of all committees except the nominating committee.

**The Co-Chair** will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co chair will be responsible for monitoring the PAC's budget.

**The Secretary** will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorded and secured within the school.

**The Designee** is appointed by the Chair and shall vote in the absence of the chair.

### **Record Keeping**

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as impress forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

### **III. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **Jose Lima, PTA President and Title I PAC Chair.** This policy was adopted by the **Franklin K. Lane High School** on June 28, 2010 and will be in effect for the period of 1 year.

The school will distribute this policy including the school's parent compact was distributed to all parents of participating Title I, Part A children on or before October 31, 2010.

#### **IV. Annual evaluation of the Parent Involvement Policy**

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration.

#### **Part B: School-Parent Compact**

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) 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.

#### **1. 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 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

**Franklin K. Lane High School**  
**999 Jamaica Avenue**  
**Brooklyn, New York 11208**  
**Phone (718) 647-2100/Fax (718) 235-4877**  
**2010-2011**  
**Title I School-Parent Compact Framework**

**The school and parents working cooperatively to provide for the successful education of their children agree:**

<b>Franklin K. Lane High School will:</b>	<b>The Parent/Guardian will</b>
<p><b>(Franklin K. Lane High School)</b>, and the parents of the 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 the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p><b>(Franklin K. Lane High School)</b> will:</p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:</li> <li>• Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these</li> </ul>	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time               <ul style="list-style-type: none"> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child's classroom</li> <li>• Participating as appropriate, in decisions relating to my children's education.</li> </ul> </li> <li>• Promoting positive use of my child's extracurricular time.               <ul style="list-style-type: none"> <li>• Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.</li> <li>• 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</li> </ul> </li> </ul>

conferences will be held:

**Parent-teacher conferences will be held on the following dates:**

**9/1/10 10/5/10, 11/9/10, 12/7/10, 1/4/11, 2/1/11, 3/1/11. 4/5/11, 5/10/11, 6/7/11**

- Provide parents with frequent reports on their children's progress.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend.

The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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.

**[Student Responsibilities (revise as appropriate to grade level)**

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 and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

<ul style="list-style-type: none"> <li>• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.</li> <li>• Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.</li> <li>• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</li> <li>• Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.</li> <li>• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.</li> </ul>	
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**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**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.
  - a. Entire staff given class lists and ARIS information that contain students Regents, credit accumulation and attendance information disaggregated by ethnic group and cohort.
  - b. 11<sup>th</sup> and 12<sup>th</sup> grade SLCs meet weekly to study student progress towards goals.
  - c. Cabinet and support staff analyzed credit accumulation and progress towards graduation of all cohorts, and prepared individual plans of success for students at risk, created classes for students who have not passed Regents with their cohort, and created the Phase-Out Credit Intervention program, Saturday School and Enrichment Academies to provide opportunities for credit accumulation.
  
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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.

**Please See Part IV, V and VI**

English Language Arts pages

Mathematics Pages

Science Pages

Social Studies pages

3. Instruction by highly qualified staff.

**100% of Core Classes will be taught by highly qualified staff.**

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.

- i. Please see Part IV, V, VI
- ii. Math and English teachers attend conferences.
- iii. School wide PD provided in ESL methodology
- iv. School wide PD provide in Literacy across the content areas
- v. Curriculum mapping
- vi. Hiring of Math Coach (budget permitting)
- vii. Hiring of 9<sup>th</sup> Grade Math Consultant (budget permitting)
- viii. Hiring of Lead teachers in ELA, Math, Special Education (Budget permitting)
- ix. Hiring of 11<sup>th</sup> grade ELA / History Consultant (budget permitting)

Hiring of Collaborative Team Teaching consultant (budget permitting)

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

School is phasing out and placing teachers in excess.

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

Saturday Enrichment, SIFE Program, Family nights, PTA meetings, Award nights, student performances.

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.

- a. Common Planning time for all 11<sup>th</sup> teachers. Common planning time for 12<sup>th</sup> grade ELA and History teachers.
- b. Teacher committees creating Individual Curriculum units to support instruction.
- c. Teacher committees create common assessments and projects and discuss student work during common planning time.
- d. SLC advisory meets monthly.  
Teacher teams and study groups meet weekly.

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.
  - Please see Appendix I
  - Department tutoring, SLC team and Cabinet monitors cohort and scholarship data and shares with staff. Students are assigned staff tutors (circular 6). There is PM tutoring, Saturday tutoring and credit recovery and Winter, Mid0 Winter, and Spring Enrichment sessions. School is annualized and English teachers loop from grade 9 to grade 10.
  
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.
  - All CBOs and outside service providers attend monthly SLT meetings, are invited to present to the faculty during faculty conferences and professional development days, attend cabinet meetings when appropriate.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a

Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source	Program Funds Are	Amount Contributed	Check (✓)
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	<i>(i.e., Federal, State, or Local)</i>	“Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	that the sc purposes <sup>2</sup> consolidat references has been c
		Yes	No	N/A		Check (✓)
Title I, Part A (Basic)	Federal	Yes			\$583,818.	Yes
Title I, Part A (ARRA)	Federal	Yes			\$15,563	Yes
Title II, Part A	Federal					
Title III, Part A	Federal	Yes			\$52,100.	Yes
Title IV	Federal	Yes			\$8,169.	Yes
IDEA	Federal	Yes			\$91,875	Yes
Tax Levy	Local	Yes			\$1,758,768	Yes

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.