



**LYONS COMMUNITY SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 14K586**  
**ADDRESS: 223 GRAHAM AVENUE, BROOKLYN, NY 11206**  
**TELEPHONE: 718-782-0918**  
**FAX: 718-782-5283**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

**SCHOOL ADDRESS:** 223 Graham Avenue Brooklyn, NY 11238

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

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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jody Madell

**PRINCIPAL:** Taeko Onishi

**UFT CHAPTER LEADER:** Dan Morgenroth

**PARENTS' ASSOCIATION PRESIDENT:** Tarra Mentore-Viola

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Christopher Rodriguez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** New Visions – 561

**NETWORK LEADER:** Derek Smith

**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
Taeko Onishi	*Principal or Designee	
Dan Morgenroth	*UFT Chapter Chairperson or Designee	
Tarra Mentore-Viola	*PA/PTA President or Designated Co-President	
Jason Philbert	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jared Roebuck	DC 37 Representative, if applicable	
Gabriel Del Toro	Student Representative	
Christopher Rodriguez	Student Representative	
Jody Madell	SLT Chair/Lyons program director	
Nina Melendez	Member/Parent	
Elizabeth Cosey	Member/Parent	

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

\* Core (mandatory) SLT members.

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

### **Exposure to new places and ideas**

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

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

Through partnerships with Long Island University, Rush Philanthropic Arts Foundation and Columbia University's Center for Environment, Economy and Society, students have opportunities to explore different fields and work with professionals in a variety of school day and enrichment activities.

### **Knowing students as people**

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

### **Knowing students as learners**

At Lyons, we understand that each learner has particular strengths and needs. We work to get to know each student's strengths and needs in order to do our best work and to accelerate academic achievement.

Throughout the year, teachers assess learning and plan units of study that meet our students' needs and interests. We also offer electives which target Regents-related content or academic support for our high school students.

### **Benefits of a Liberal Arts Education**

Lyons Community School is a liberal arts school. A liberal arts education means that students are exposed to a wide range of topics and ideas instead of focusing studies in one or two fields. The

purpose of a liberal arts education is to learn how to think and how to learn. With those tools students can do whatever they wish to do with their lives. Regardless of a student's interests, the better he gets at reading and understanding challenging texts, writing well and solving problems, the better prepared he will be for any goal he wishes to accomplish.

**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>	Lyons Community School				
<b>District:</b>	14	<b>DBN #:</b>	14K586	<b>School BEDS Code:</b>	331400011586

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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input 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					89.0/ 86.5	89.3/ 87.2	TBD		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					83.9	93.3	tbd		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	53	68	72		60.0	74.6	77.2		
Grade 6		74	74	<b>Students in Temporary Housing: Total Number</b>					
Grade 7			79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					9	21	tbd		
Grade 9	83	108	91	<b>Recent Immigrants: Total Number</b>					
Grade 10		84	98	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11			70		5	20	9		
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded		1		(As of June 30)	2007-08	2008-09	2009-10		
<b>Total</b>	<b>136</b>	<b>335</b>	<b>484</b>						
<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	1								

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	4	22	53	Principal Suspensions	10	144	TBD
Number all others	14	335	484	Superintendent Suspensions	16	44	TBD
<i>These students are included in the enrollment information above.</i>							
<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	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	17	34	61	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	3	5	(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	11	26	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	0	10	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	100	96.2	TBD
American Indian or Alaska Native	0.0	0.9	1.0	Percent more than two years teaching in this school	0.0	0.0	TBD
Black or African American	41.9	43.0	48.3	Percent more than five years teaching anywhere	18.2	30.8	TBD
Hispanic or Latino	52.9	52.5	47.7	Percent Masters Degree or higher	100	65	TBD
Asian or Native Hawaiian/Other Pacific Isl.	0.7	1.2	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	85.7	100	TBD
White	4.4	1.5	1.4				
Multi-racial							
<b>Male</b>	58.8	52.2	53.5				
<b>Female</b>	41.2	47.8	46.5				

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 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**

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<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:	X	ELA:	
	Math:	√	Math:	
	Science:		Grad. Rate:	

### 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>	√	√					
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	X	√					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	3	4					

#### 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.*

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

\*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

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A/NR	Overall Evaluation:	W
Overall Score	82.1/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	12.3/NR	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	19.0/NR	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	47.8/NR	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3.0/5.0	Quality Statement 5: Monitor and Revise	W
<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?
- 

The past year we have seen a tremendous amount of growth and development in all of our key systems and initiatives targeting increased student attendance, improving classroom rigor and engagement through the use of advisory and independent reading, and assessment as a means to guide instruction and preparation for state tests. Our 2010 focus on Independent Reading and Advisory was formulated to have a powerful impact on nearly all our areas of concern: increased attendance; increased rigor in the classroom; better preparation for and performance on New York State ELA and Mathematics tests and Regents examinations; and improved credit acquisition toward graduation for Cohort M and N students. Advisory meets five times per week for Middle School students and four times per week for High School students.

An improved, comprehensive approach to assessment underlies most of our classroom structures. Each teacher at Lyons has developed and implemented a weekly, marking-period and quarterly assessment cycle, so that teachers can consistently develop their curricula. Long-term, our assessment work this year will create continuity in each subject area from grade 6 to 12. Learn-It Systems (an SES provider) will provide weekly Saturday-School support for those Middle School students who scored in the first quartile on state tests and share assessment data with our school staff.

Attendance continues to be a primary concern at Lyons. Last year we implemented series of initiatives such as home visits, early-morning activities, and student rewards that produced some increases in attendance. This year we feel the first sixty minutes of the school day for grades 6-9 – a thirty minute class meeting designed to bolster community, student accountability and engagement, followed by thirty minutes of silent reading in the Reader's Workshop model – will encourage students with histories of attendance and tardiness problems to engage more meaningfully with school. For students with low skill levels, the Advisory period presents a non-threatening environment in which they can receive academic and social support and challenge. Also, advisors in grades 6-9 provide a daily first-period point of contact for students to address attendance issues. Already, this new structure has created a significant change in our school culture. Classrooms across the school are focused on a single purpose each morning, as students share experiences, learning strategies, and read together alongside their teachers.

<b>% Attendance as values</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>School Year(s) - All</b>
<b>GRADE 6</b>	88.96%	89.71%	90.51%	<b>89.78%</b>
<b>GRADE 7</b>	NA	85.36%	88.23%	<b>86.70%</b>
<b>GRADE 8</b>	NA	NA	84.39%	<b>84.39%</b>
<b>GRADE 9</b>	87.54%	84.26%	82.88%	<b>84.89%</b>
<b>GRADE 10</b>	NA	88.39%	82.33%	<b>85.28%</b>
<b>GRADE 11</b>	NA	NA	86.58%	<b>86.58%</b>
<b>INTEGRATED</b>	74.65%	86.82%	81.59%	<b>82.97%</b>
<b>14K586 - [LYONS COMMUNITY SCHOOL]</b>	<b>87.75%</b>	<b>86.66%</b>	<b>85.24%</b>	<b>86.10%</b>

As the chart above (<http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>) indicates, the 2009-2010 school's attendance rates went down in our 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades, and rose in our 6<sup>th</sup> and 7<sup>th</sup> grades. In part we attribute this to the more self-selected populations of our 6<sup>th</sup> and 7<sup>th</sup> grades. While we can expect a typically higher level of involvement from families in the early grades, we believe the families in these grades are also benefitting – at an early point – from structures we've put in place (advisory, attendance outreach, attendance-based incentives, etc.) in the past two school years.

<b>Date</b>	<b>Attendance Rate</b>
Monday (10/18/2010)	87.3%
Tuesday (10/19/2010)	85.7%
Wednesday (10/20/2010)	85.7%
Thursday (10/21/2010)	82.4%
Friday (10/22/2010)	82.6%
<i>Attendance Rate Week to Date</i>	84.8 %
<i>Attendance Rate Year to Date</i>	84.4 %

Statistics for week of 10/23/10

At present, our attendance rate is lower than that of 2009-2010. This month we will reintroduce two key structures: morning activities and Saturday school, both aimed targeting students who struggle with the transition to school, either because of external factors or academic avoidance. We continue to meet with school staff, attendance personnel, our CFN and families to develop ways to bring this area of our school up to an acceptable standard. Our attendance team maintains a list of high-concern students, assigns outreach tasks (including phone calls, home visits and conferences) and coordinates the work of deans and guidance staff to address individual cases.

Independent Reading during Advisory (8:30-9:30, Monday through Friday, grades 6-9) is an important new structure at Lyons. For many of our teachers, teaching advisory and Independent Reading is a new challenge. Teachers participated in trainings on reading instruction during August sessions, staff meetings and during our October 5 professional development day. Our literacy support staff member meets weekly with advisors to provide data analysis and professional development.

In Academic Advisement (10<sup>th</sup>-12<sup>th</sup> grades), students receive support in developing better study habits, work with teachers and guidance staff to understand the college process, and discuss how to manage the increasing expectations of high school. For our 10<sup>th</sup>-12<sup>th</sup> grade advisors, establishing a higher standard for work and study habits in the Academic Advisement period requires that we share best practices on a regular basis. For these reasons, an emphasis on expanded coaching and intervisitation (teachers watching teachers) is integral to this effort. Teachers, joined by their coaches,

visit and observe colleagues on their grade level and within their department on a quarterly basis. In weekly team meetings, department meetings and Management team meetings teachers, deans, guidance staff and administrators share observations, experiences and curriculum and policy ideas in order to maximize the efficacy of these structures.

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The success of our Cohort M high school students – their credit acquisition, passing of Regents exams and eventual graduation - is a primary concern for our teachers, administration, deans and guidance staff. This past Spring and Summer saw an increase in the number and rate of students passing Regents exams (see below). Certain key strategies – the integration of Regents prep into classroom instruction, and the implementation of Saturday academies – had an impact on students across all cohorts; In particular, while we have some gradual progress in the performance of Cohort M students, Cohort N and O students have demonstrated a faster rate of growth and credit accumulation than previous cohorts. We see this as indicative of our improved instruction and school culture.

	COHORT M % PASSING (TESTED)	% PASSING (TOTAL COHORT)	COHORT N % PASSING (TESTED)	% PASSING (TOTAL COHORT)	COHORT O % PASSING (TESTED)	% PASSING (TOTAL COHORT)
MATH	62	60	60	55	67	59
SCIENCE	77	64	72	53		
GLOBAL	64	55	60	47		
US HISTORY	52	33				
ELA	82	63	100	12		

Despite these efforts and resulting improvements to date, significant deficits and challenges remain. We continue to seek ways to create more consistent, rigorous classroom instruction through improved assessment and attention to testing. This year we have expanded the role of Regents prep in the classroom, by a) promoting Regents-focused department-level and grade-level collaboration between teachers during summer professional development, and throughout the school year b) providing more regular Regents exam practice through daily *Do Now* questions, short-format and half-length mock Regents exams, and exit slips, b) the creation of our 9<sup>th</sup> grade Science Foundations course, designed to shore up basic student understandings and classroom skills commonly required for success in Living Environment, Earth Science, Chemistry and Physics, and c) creating an Algebra II mathematics course that focuses on key concepts and skills needed for advancement to higher mathematics and improved performance on Regents examinations.

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In the middle school, our specific focus is on improving performance on standardized test scores. What is clear from the 2009-2010 state test results<sup>1</sup> is that a) our preparation for state tests did not reflect the rigor and depth of our classroom instruction in ELA and Mathematics, and b) that we must still improve how our instruction reaches struggling learners, including ELL students and those with IEPs. Despite increases in both New York State ELA and Mathematics tests in 2008-2009, the 2009-2010 showed drops in middle school test scores nearly across the board. Although there were comparable drops in test scores across New York City, we saw a real need to revamp how we teach and promote reading and learning skills while incorporating more focused test prep into daily instruction and assessment. Our summer meetings prioritized integrating the Common Core

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([http://schools.nyc.gov/OA/SchoolReports/2009-10/Progress\\_Report\\_2010\\_EMS\\_K586.pdf](http://schools.nyc.gov/OA/SchoolReports/2009-10/Progress_Report_2010_EMS_K586.pdf) & <https://www.arisnyc.org/aris/students/aggregates?agg=grade&gradeBand=3-8&schoolLocCode=K586&helpItem=students.aggregates>)

Standards into our ELA and mathematics instruction, and on using a daily Independent Reading block in grades 6-9 to promote, assess and improve key reading skills.

### 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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**1. Increase 9<sup>th</sup> grade attendance to 83% and 10<sup>th</sup> grade attendance to 82%.**

During the 2009-10 school year, we had an overall attendance rate of 85.08%. Our two grades with the lowest attendance were our 8<sup>th</sup> and 9<sup>th</sup> grades, with attendance of 83.44% and 81.37% respectively. As these students move up to 9<sup>th</sup> and 10<sup>th</sup> grade, we will continue to build on various initiatives started last year, including pairing students with attendance issues with adults - guidance counselors, community associates or advisors - who will do extensive follow up with the student and families, home visits for students with serious attendance issues and incentives for students to improve their attendance. Advisors and out-of-classroom staff will target support for students whose attendance falls below 90%.

**2. Seventy percent of Cohort O will pass the Integrated Algebra Regents by August 2011.**

As of June 2010, 52.78% of our 72 students in Cohort O passed the Integrated Algebra Regents. During the summer we raised that to 59% of the cohort. During this school year we are using data collected from item-analysis of the Regents as well as qualitative data from teachers to plan instruction for the remaining students. This fall, students had not yet to passed the Regents participated in small group support classes during the school day as well as Saturday school. Students retook the test in June, raising our pass rate for Cohort O to 64%.

**3. Sixty percent of students in Cohort M will graduate by August 2011.**

There are ninety-five students in our Cohort M, fifty-eight of whom are in our senior class. Our programming for those students will enable seniors to recover credits and to prepare for required Regents exams given in January, June and August. Small group academic support and advising during the school day of the 2010 – 2011 year will help to target students who are most in need of support.

**4. Eighty-five percent of students in grades 6 – 9 will read at least 25 books at their grade level by June 2011.**

One of the most important accomplishments of our middle school has been the establishment of the Reading and Writing Workshop model across the middle school. This year, our goal is to more fully integrate independent reading into the culture of the school by having all middle school

students reading at the same time each day. All 9<sup>th</sup> graders also have independent reading at the same time. All teachers in grades 6 – 9 teach independent reading and participate in on-going professional development on independent reading.

**5. Increase by 10% the number of students scoring 2 - 4 on the NYS math tests in grades 6 – 8**

Last year despite stronger teaching and more invested learning on the part of our students, we had far more students “fail to meet promotional standards” on the mathematics tests than the previous year. This year we realigned our curriculum with the standards most commonly given on the exams. We have added an extra 2 – 5 hours of mathematics instructional time for our 6<sup>th</sup> graders. All middle school math teachers give questions in the format of the state tests on a daily basis and give homework daily. For student with demonstrated need, we offer small group instruction during the day as well as after-school and Saturday Academy.

**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):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase 9<sup>th</sup> grade attendance to 83% and 10<sup>th</sup> grade attendance to 82%.</b></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>	<ul style="list-style-type: none"> <li>• Data coordinator will track attendance, lateness and cutting and will provide advisors, deans and guidance staff with weekly updates.</li> <li>• Attendance team consisting of data coordinator, office staff, guidance, deans and administration will meet weekly to review school wide data, improve our tracking systems and identify students in need of support.</li> <li>• On a daily basis, School Messenger will be used to contact families of students that are absent, late or cutting.</li> <li>• Increase the amount of time guidance staff, office staff and deans work with data coordinator to keep accurate attendance records and to make calls to families.</li> <li>• Advisors will make weekly phone calls to families of students whose attendance is below 90%.</li> <li>• Guidance team and dean team will meet with families of students whose absences are below 85% to create goals to improve attendance.</li> <li>• Before-school activities will be offered to get students into the building early.</li> <li>• Incentive systems will be instituted, including pizza and ice cream parties for advisories with highest attendance, t-shirts and prize drawings.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Community associate devoted primarily to attendance and attendance related issues.</li> <li>• Upkeep of attendance and lateness support systems and programs such as School Messenger and the CAASS machine.</li> <li>• Schedule redesign across entire school to allow for more advisory time where teachers will work with students to improve time in school and with families to improve regular communication.</li> <li>• Per session for guidance and overtime for community associates to keep in touch with truant students and their families.</li> <li>• Per session for before-school activities.</li> <li>• Tax Levy funds for incentive program to improve attendance.</li> <li>•</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Records kept by advisors, community associates and guidance regarding family contact about attendance.</li> <li>• Records of community associate and guidance meetings with truant students.</li> <li>• Minutes from attendance team meetings.</li> <li>• Minutes from Management Team and Grade Team meetings.</li> <li>• Staff call-log.</li> <li>• Daily attendance records.</li> <li>• Weekly letters to students, monthly family newsletters and weekly staff memos regarding lateness and attendance.</li> </ul>

Subject/Area (where relevant): High School Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Seventy percent of Cohort O will pass the Integrated Algebra Regents by August 2011.</b></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>	<ul style="list-style-type: none"> <li>• All sophomores that have not already passed the Integrated Algebra Regents will be enrolled in an Algebra class that focuses on topics that students struggled with this year.</li> <li>• Item analysis of Regents results from June 2010, conducted by our Algebra teacher and data coordinator, informed groupings and instruction for summer school.</li> <li>• Item analysis of Regents results from August 2010, conducted by our Algebra teacher and data coordinator, informs groupings and instruction for fall 2010.</li> <li>• Item analysis of Regents results from January 2011, conducted by our Algebra teacher and data coordinator, will inform groupings and instruction for spring 2011.</li> <li>• We will periodically offer mock Regents exams throughout each semester and will use the data from to inform instruction.</li> <li>• In-school tutoring time is dedicated to math support for students who have been identified as needing that support.</li> <li>• Saturday School for Algebra support, starting in November.</li> <li>• Math coach works with teachers on strategies that both work on basics and prepare students for Regents.</li> <li>• In the fall, offered two 10<sup>th</sup> grade Field Studies classes that focus on mathematics.</li> <li>• Our mathematics inquiry team meets weekly to address issues related to mathematics instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Data coordinator devoted to collecting, organizing and presenting relevant data to the community.</li> <li>• 50% time mathematics coach working with high school mathematics department.</li> <li>• Per session for Saturday School and Homework Help.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Regents results from August 2010 and January 2011 exams.
- Item analysis of Regents results from June 2010, August 2010 and January 2011.
- Item analysis of mock Regents exams and other exams.
- Rosters from Saturday school and study hall/support classes.
- Minutes from math inquiry team and coaching sessions for math teachers.

**Subject/Area (where relevant):** Graduation rate

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Sixty percent of students in Cohort M will graduate by August 2011.</b></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>	<ul style="list-style-type: none"> <li>• Summer school focused on preparation for Regents exams.</li> <li>• Students who lack Regents are programmed for semester-long, Regents-focused classes that will end in January with exams.</li> <li>• Students are programmed for a small group study hall all year, which will allow students to get small group support during the school day.</li> <li>• Mid-year, student programs were adapted based on exams passed in January and credit needs.</li> <li>• Each student has an advisor that they meet with four times a week. With the advisor they regularly set goals and strategize about how to meet those goals.</li> <li>• We will regularly update student trackers that show student’s progress towards graduation and will meet with them about it.</li> <li>• Smaller student-teacher ratio for the grade.</li> <li>• Small student-teacher ratio for subjects/students in need.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Programming for 12th, and some 11<sup>th</sup>, grade teachers is based on semester long Regents prep classes designed for students who have not yet passed the Regents.</li> <li>• Redesigned schedule for 10<sup>th</sup> – 12<sup>th</sup> grade where students meet with advisor four times a week and have close to three hours a week of study support time, specifically designed to meet their graduations deficiencies.</li> <li>• Per session for Saturday School and after-school work that will be Regents review and credit recovery.</li> <li>• Expanded Summer School program focusing solely on Regents Prep.</li> <li>• Teaching staff of six teachers for 12<sup>th</sup> grade, creating a 12:1 student teacher ratio in that grade.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Credit reports and Regents scores from the end of summer school and end of first semester.
- Results of mock Regents exams given throughout the school year.
- January Regents scores and credit trackers.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Eighty-five percent of students in grades 6 – 9 will read at least 25 books at their reading level by June 2011.</b></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>	<ul style="list-style-type: none"> <li>• Sixth through ninth grade students are scheduled for 30 minutes of independent reading five days a week.</li> <li>• Over the summer and throughout the school year professional development around teaching independent reading will be provided by our reading support teacher.</li> <li>• Common systems for teaching independent reading and tracking student progress have been implemented in all 6<sup>th</sup> through 9<sup>th</sup> grade reading classes.</li> <li>• A reading assessment was conducted in September to determine each student’s reading level and then again in January to track student progress.</li> <li>• Quarterly, students that are not on track to read 25 books will be targeted for after school support sessions and Saturday school.</li> <li>• Small group instruction is provided during the day for students that are struggling readers.</li> <li>• Classroom libraries provide students with a wide range of choices for independent reading materials at their level.</li> <li>• Small group instruction is provided for students that are struggling.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Purchase of extensive classroom libraries for all twelve of the 6<sup>th</sup> – 9<sup>th</sup> grade classrooms.</li> <li>• Multiple professional development sessions on Independent Reading for entire 6<sup>th</sup> – 9<sup>th</sup> grade staff.</li> <li>• Staffing a full time MS reading support teacher who does small group instruction and supports the Independent Reading program.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

- Student schedules
- Agendas and minutes from professional development sessions and team meetings.
- Student reading logs and teacher records of student progress.
- Teacher records of each student's reading level.
- Quarterly review of student progress and class lists for Saturday school and after school.

**Middle School Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Increase by 10% the number of students scoring 2 - 4 on the NYS math tests in grades 6 – 8</b></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>	<ul style="list-style-type: none"> <li>• In department meetings, math teachers conduct close studies of the state exams and identify ways to align instruction with the skills tested.</li> <li>• Mathematics coach for Middle School supports curriculum alignment and differentiation.</li> <li>• Starting in September, students did at least one problem from the state test daily. The number of state test problems that students complete daily has been increased over the course of the year.</li> <li>• Mock state tests will be conducted twice each quarter. Data will be used to identify students who will receive small group support and will also be used to plan instruction.</li> <li>• Students will use a computerized tracker, “Key to” tracker, which will be used by teachers to collect data on student progress and to plan differentiated instruction.</li> <li>• Homework help and Saturday School will be used to provide support for students who are not completing homework and who are not making sufficient progress as demonstrated by mock exams.</li> <li>• In February, a mathematics support teacher was hired to provide additional support to students who are not making sufficient progress.</li> <li>• Math homework will be given daily across the middle school.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Full time teacher/coach who will do small group instruction with students who need extensive additional support and will work with MS mathematics team to align curriculum and support differentiation.</li> <li>• Additional mathematics support teacher was hired in February.</li> <li>• Purchase of online “Key to” trackers as well as <i>Key to Mathematics</i> workbooks.</li> <li>• Per session for homework help and Saturday School.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Minutes from math department meetings</li> <li>• Schedule for math coach, including coaching teachers and small group support work.</li> <li>• Schedule for mathematics support teacher.</li> <li>• Lessons plans from middle school math teachers</li> <li>• Item-analysis from mock exams</li> </ul>

- Class lists from Saturday School and after school.

## **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	52	56	-	-	12	-	2	-
7	61	72	-	-	13	-	3	-
8	66	69	-	6	13	-	3	-
9	84	85	62	76	18	-	3	-
10	9	35	-	10	15	-	4	-
11	3	19	11	24	4	-	3	-
12	7	17	14	26	4	-	3	-

**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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p>Students are provided with small group instruction during the regular school day to address deficits in reading, writing, and grammar. Guided reading groups, explicit grammar and word-work instruction, reading comprehension, vocabulary, and fluency strategies, conceptual organization of ideas, and writing mechanics are focused on in order to improve the reading and writing abilities of struggling students. Students are met with several times per week in consistent groups no larger than six in order to track progress, assess ongoing difficulties, and address consistent concerns. This happens during the school day, and additional support is provided several times a week after school as well. Student-teacher ratio is improved through pull-out, push-in or team taught classes. After school and Saturday School provide additional support.</p>
<p><b>Mathematics:</b></p>	<p>Students are provided with small group instruction around foundational computation skills. Students are also given additional support around mathematical literacy, including the steps to problem solving and higher order mathematical thinking. Students are met with between 2 and 3 hours a week in consistent groups no larger than five during the regular school day. They are also provided with support during Saturday School and after school several times a week. Student-teacher ratio is improved through pull-out, push-in or team taught classes. All sixth graders: Receive ten hours of mathematics instruction each week.</p>
<p><b>Science:</b></p>	<p>Middle school students in need of support receive small group instruction in non-fiction literacy skills necessary for success in science. High school students who have not passed science Regents exams are programmed for small group support classes that meet two – four hours each week. These classes are aimed at addressing non-fiction literacy skills, science content and test-taking strategies.</p>
<p><b>Social Studies:</b></p>	<p>Middle school students in need of support receive small group instruction in non-fiction literacy skills necessary for success in social studies. High School students are supported in American and Global History through support classes that meet two – four hours each week. They are given additional reading and writing skills to assist them in understanding content as well as test-taking strategies. These sessions happen in groups of 4-5 several times a week during the school day for middle school and groups of 10 – 15 for high school.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance counselors see students in both group and individual sessions to provide social/emotional support around issues of attendance and punctuality, home/school connection, academic success, conflict resolution, and character education. Groups are no larger than five and occur primarily during the regular school day.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	Two social workers from Interborough clinic provide individual and family therapy on-site to Lyons Community School students. The Interborough therapists offer evening and weekend appointments, and consult with our teachers, community associates, guidance staff, and administration on a daily basis.
<b>At-risk Health-related Services:</b>	N/A

## 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) Language Allocation Policy to this CEP.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

**Grade Level(s):** 6<sup>th</sup> – 12<sup>th</sup>      **Number of Students to be Served:** 81 LEP      **Non-LEP**

**Number of Teachers:** 3      **Other Staff (Specify):** 1 20% time licensed ESL teacher as coordinator

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s

native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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

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

**Periods of ESL instruction per week provided by certified ESL teacher:**

Grade 6-8 beginners: 6 hours a week

Grade 6-8 intermediate and advanced: 5 hours a week (2 hours over mandated time)

Grade 9 beginners and intermediate: 10 hours a week (1 hour over mandated time for beginners, 4 hours over for intermediate)

Grade 9 intermediate and advanced: 5 hours a week (2 hours over mandated time)

Grade 10 – 12 beginners: at least 16 hours a week (7 hours over mandated time)

Grade 10 – 12 intermediate: at least 8 hours a week (2 hours over mandated time)

Grade 10 – 12 advanced: 4 hours a week (1 hour over mandated time)

Number of students in each class: range from 8 – 20

The schedules below provide examples of the ESL support for our students throughout the school. In addition to scores on the NYSESLAT and LAB-R, we use other state test scores such as the Regents, to help us determine how many ESL classes students will have on their schedule. All of the classes are self-contained.

**Beginner ELLs**  
**Grade 6 (comparable to Grades 7, 8 and 9)**  
*Quarter Three*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 – 9:28 Seminar	8:30 – 9:28 Seminar/ESL <b>mandated</b>	8:30 – 9:28 Seminar	8:30 – 9:28 Seminar	8:30 – 9:28 Seminar
9:30 – 10:28 Beg ESL Rob Room 309 <b>mandated</b>	9:30 – 10:28 Problem Solving Cathy Room 339	9:30 – 10:28 Beg ESL Rob Room 309 <b>mandated</b>	9:30 – 10:28 Beg ESL Rob Room 309 <b>mandated</b>	9:30 – 10:28 Beg ESL Rob Room 309 <b>mandated</b>
10:30 – 11:28 Humanities Chris Room 309	10:30 – 11:28 Humanities Chris Room 309	10:30 – 11:28 Technology Alexis Room 339	10:30 – 11:28 Technology Alexis Room 339	10:30 – 11:28 Physical Wellness w/ 7 <sup>th</sup> grade
11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess
12:30 – 1:28 Math Oscar Room 329	12:30 – 1:28 Math Oscar Room 329	12:30 – 1:28 Math Oscar Room 329	12:30 – 1:28 Math Oscar Room 329	12:30 – 3:28 Field Studies Alexis/Chris Room 309
1:30 – 2:28 Problem Solving Cathy Room 339	1:30 – 2:28 Beg ESL Rob Room 309 <b>mandated</b>	1:30 – 2:28 Math Oscar Room 329	1:30 – 3:28 Problem Solving Cathy Room 339	
2:30 – 3:28 Physical Wellness	2:30 – 3:28 Physical Wellness	2:30 – 3:28 Problem Solving Cathy Room 339		

Total of 6 hours of ESL, all mandated.

**Int/Adv ESL**  
**Grade 7 (comparable to Grades 6, 8 and 9)**  
*Quarter Three*

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 – 9:28 Int/Adv ESL Rob 309 <b>mandated</b>	8:30 – 9:28 Int/Adv ESL Rob 309 <b>mandated</b>	8:30 – 9:28 Int/Adv ESL Rob 309 <b>mandated</b>	8:30 – 9:28 Int/Adv ESL Rob 309 <b>supplemental</b>	8:30 – 9:28 Int/Adv ESL Rob 309 <b>supplemental</b>
9:30 – 11:28 Science Dierre Room 317	9:30 – 10:28 ELA Tish Room 313	9:30 – 10:28 Social Studies Pat Room 321	9:30 – 10:28 Science Dierre Room 317	9:30 – 10:28 Art Meryl Room 321
	10:30 – 11:28 Math Alex Room 323	10:30 – 11:28 Art Meryl Room 321	10:30 – 11:28 ELA Tish Room 313	10:30 – 11:28 Physical Wellness
11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess
12:30 – 1:28 Physical Wellness	12:30 – 1:28 Physical Wellness	12:30 – 1:28 Math Alex Room 323	12:30 – 3:28 Field Studies Meryl/Pat Room 321	12:30 – 2:28 Math Alex Room 323
1:30 – 2:28 ELA Tish Room 313	1:30 – 2:28 Science Dierre Room 317	1:30 – 2:28 ELA Tish Room 313		
2:30 – 3:28 Math Alex Room 323	2:30 – 3:28 Social Studies Pat Room 321	2:30 – 3:28 Science Dierre Room 317		

Total of 5 hours of ESL, 2 hours are supplemental.

## Beginner HS ESL Eric F.

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:28 ESL Global Joshua 374 <b>mandated</b>	8:30 – 9:28 Seminar Joshua 351 <b>supplemental</b>	8:30 – 9:28 ESL ELA Joshua 376 <b>mandated</b>	8:30 – 9:28 ESL Liv. Env. Peter 359 <b>supplemental</b>	8:30 – 9:28 Physical Ed. Vanessa Gym
9:30 – 10:28 Seminar Joshua 351 <b>supplemental</b>	9:30 – 10:28 ESL Global Joshua 374 <b>mandated</b>	9:30 – 10:28 ESL Liv. Env. Peter 359 <b>supplemental</b>	9:30 – 10:28 ESL Global Joshua 374 <b>mandated</b>	9:30 – 10:28 ESL ELA Joshua 376 <b>mandated</b>
10:30 – 11:28 ESL ELA Joshua 376 <b>mandated</b>	10:30 – 11:28 ESL Liv. Env. Peter 359 <b>mandated</b>	10:30 – 11:28 ESL Global Joshua 374 <b>mandated</b>	10:30 – 11:28 ESL ELA Joshua 376 <b>mandated</b>	10:30 – 11:28 ESL Liv. Env. Peter 359 <b>supplemental</b>
11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess
12:30 – 1:28 College Bound Kasi 341	12:30 – 3:28 College Bound Kasi 341	12:30 – 1:28 Int. Alg Erin 356	12:30 – 1:28 Seminar Joshua 351 <b>supplemental</b>	12:30 – 1:28 ESL Econ. Joshua 351 <b>supplemental</b>
1:30 – 2:28 ESL Econ. Joshua 351 <b>supplemental</b>		1:30 – 2:28 Physical Ed. Vanessa Gym	1:30 – 2:28 Int. Alg Erin 356	1:30 – 2:28 Seminar Joshua 351 <b>supplemental</b>
2:30 – 3:28 Int. Alg Erin 356		2:30 – 3:28 ESL Econ. Joshua 351 <b>supplemental</b>	2:30 – 3:28 ESL Econ. Joshua 351 <b>supplemental</b>	2:30 – 3:28 Int. Alg Erin 356

Total of 20 hours of ESL, 11 are supplemental. Some beginning ELLs have only 16 hours of ESL, but still have 7 hours of supplemental support.

**Intermediate HS ESL  
Mamadou D.**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 – 9:28 ESL Global Joshua 374 <b>mandated</b>	8:30 – 9:28 Physical Ed. Vanessa Gym	8:30 – 9:28 Int. Alg Erin 356	8:30 – 9:28 ESL Liv. Env. Peter 359 <b>supplemental</b>	8:30 – 9:28 Seminar Dan M 359
9:30 – 10:28 Seminar Dan M 359	9:30 – 10:28 ESL Global Joshua 374 <b>mandated</b>	9:30 – 10:28 ESL Liv. Env. Peter 359 <b>mandated</b>	9:30 – 10:28 ESL Global Joshua 374 <b>mandated</b>	9:30 – 10:28 Int. Alg Erin 356
10:30 – 11:28 Int. Alg Erin 356	10:30 – 11:28 ESL Liv. Env. Peter 359 <b>mandated</b>	10:30 – 11:28 ESL Global Joshua 374 <b>mandated</b>	10:30 – 11:28 Int. Alg Erin 356	10:30 – 11:28 ESL Liv. Env. Peter 359 <b>supplemental</b>
11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess
12:30 – 1:28 Mock Court Peter M 351	12:30 – 3:28 Mock Court Peter M 351	12:30 – 1:28 Urban Math Dan M 359	12:30 – 1:28 Seminar Dan M 359	12:30 – 1:28 Urban ELA Caroline 351
1:30 – 2:28 Urban ELA Caroline 351		1:30 – 2:28 Seminar Dan M 359	1:30 – 2:28 Urban Math Dan M 359	1:30 – 2:28 Physical Ed. Vanessa Gym

2:30 – 3:28 Urban Math Dan M 359		2:30 – 3:28 Urban ELA Caroline 351	2:30 – 3:28 Urban ELA Caroline 351	2:30 – 3:28 Urban Math Dan M 359
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Total of 8 hours of ESL, 2 are supplemental.

**Advanced HS ESL  
Leonel C.**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 – 9:28 US History Peter M 351	8:30 – 9:28 Seminar Joshua 351 <b>supplemental</b>	8:30 – 9:28 ESL English Joshua 376 <b>mandated</b>	8:30 – 9:28 Chemistry Nicole 349	8:30 – 9:28 Physical Ed. Vanessa Gym
9:30 – 10:28 Seminar Joshua 351 <b>supplemental</b>	9:30 – 10:28 US History Peter M 351	9:30 – 10:28 Chemistry Nicole 349	9:30 – 10:28 US History Peter M 351	9:30 – 10:28 ESL English Joshua 376 <b>supplemental</b>
10:30 – 11:28 ESL English Joshua 376 <b>mandated</b>	10:30 – 11:28 Chemistry Nicole 349	10:30 – 11:28 US History Peter M 351	10:30 – 11:28 ESL English Joshua 376 <b>mandated</b>	10:30 – 11:28 Chemistry Nicole 349
11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess	11:30 – 12:28 Lunch/Recess
12:30 – 1:28 College Bound Kasi 341	12:30 – 3:28 College Bound Kasi 341	12:30 – 1:28 Alg 2 Trig David 374	12:30 – 1:28 Seminar Joshua 351 <b>supplemental</b>	12:30 – 1:28 Inquiry Chelsea 359
1:30 – 2:28 Inquiry Chelsea 359		1:30 – 2:28 Physical Ed. Vanessa Gym	1:30 – 2:28 Alg 2 Trig David 374	1:30 – 2:28 Seminar Joshua 351 <b>supplemental</b>
2:30 – 3:28 Alg 2 Trig David 374		2:30 – 3:28 Inquiry Chelsea 359	2:30 – 3:28 Inquiry Chelsea 359	2:30 – 3:28 Alg 2 Trig David 374

Total of 8 hours of ESL, 5 are supplemental (other advanced ELL have only 4 hours, but still have one our of supplemental support).

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

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**School Building Instructional Program/Professional Development Overview**

In addition to regular staff development the ELL team meets on a bi-weekly basis to discuss ELL instructional needs and ways of enhancing teaching practices. The ELL team in term works with grade teams and subject area teams to share best practices around ELL instruction. There is specific work done around SIFE students who lack literacy skills in both their native language and English. PD happens at bi-weekly staff meetings, twice weekly grade team meetings and on half and full day professional development sessions, as well as on an individual basis. Topics include differentiation, discussion, standards based instruction, academic vocabulary development and assessment. These profession development sessions are presented by ESL teachers, literacy coaches and administration.

**Section III. Title III Budget**

**School:** 14K586 Lyons Community School      **BEDS Code:** 3314000111586

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$14,997	Pays for supplemental teaching by two of our high school ESL teachers. This amount covers 9.17% (\$7,326.8) and 9.6% (\$7,6770) of their full time salaries respectively. Both teach at least 4 hours of supplemental ESL support, which covered at least 25% of their teaching load.
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		

<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$14,997	

### **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.
- Lyons Community School is small learning community that values communication with families. The amount of written and oral communication is limited enough that we have a concept of the language needs of our audience for each communication. It is the expectation that all written communication is translated into the necessary home languages and that oral communication is provided by professionals fluent in a family's home language. Administration, office staff, the Parent Coordinator and Grade Level Teams (GLTs)—including the ELL teacher—review data from ATS, the Home Language Survey, Advisory, classroom observations and informal conversations to determine the language needs of our families.
1. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - We need to translate all written communication into home languages (currently Spanish for our non-English speaking families).
  - We need to have all oral communication in person or by phone translated. This includes but is not limited to: translators at Parent-Teacher Conferences; Spanish speaking staff making phone calls home as needed; Spanish translation messages on our automated phone messenger system for attendance calls and school announcements; and Spanish speaking staff available for in school communication with students and their families.
  - All staff is aware of translation services and support through announcements at weekly staff meeting, the Weekly Update and individual consultation with administration as well as in the Staff Handbook.

#### **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.

Written translation services are provided by school staff for any documents required in Spanish. The school uses the New York City Department of Education Translation and Interpretation Service for any non-Spanish documents or letters. Letters are kept on a school computer for future use. In this way, the school can communicate in written form with non-English speaking parents, whether their students are ELLs or not. The Home Language Identification Survey is the key pathway to determining which parents require written communications in a language other than English.

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.

Staff is aware of the translation support available for any specific need to communicate orally with families. We have multiple staff members at all levels of the school organization that provide translation services. We also provide additional District translators during Parent-Teacher Conference to ensure immediate availability of home language communication.

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>.

Research has shown that one of the keys to improving student achievement is actively engaging parents in their children's learning process. This can be more difficult, however, when parents are not-native English speakers. Therefore, the No Child Left Behind law requires schools to communicate with parents in the parents' native language whenever possible. This allocation covers in-person interpretation services, written translation services, the cost of translation or interpretation resources or tools (e.g., dictionaries, interpretation equipment), or printing costs of foreign-language materials. Services are intended for all parents who are limited English proficient, not just those whose children have been identified as English language learners.

## 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:	\$474,594	\$83,001	\$557,595
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4746	\$830	\$5576
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,730	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,459	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 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.

\* 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.

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

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

## 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.

See Section IV – Needs Assessment, page 11.

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

We just completed our second year as a Schoolwide Title I school. This year we have continued with the changes we made last year that were successful, such as keeping student-teacher ratio small by having extra support and enrichment classes, and classes with our most struggling students both co-taught and co-planned. We have 9 special education teachers on staff; 6 CTT, 1 self-contained and 2 SETSS support. Reducing the student-teacher ratio in many of our classes allows for students to get additional academic support. Our school day is seven hours long, five days a week, with an hour of strongly encouraged homework/academic support after school for targeted students. We also added 1 full time equivalent position in addition to the 1.5 we already had, of teachers doing small group pull out with targeted students.

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

We are continuing our Urban Workshop ([www.urbanworkshopnyc.org](http://www.urbanworkshopnyc.org)) program, which takes 20 students each quarter and has them engaged in community construction projects for half of the school day, four days a week. While learning carpentry and construction basis, the students

are also learning literacy and math skills to support their academic work in the morning. Most importantly they are gaining essential skills, habits and attitudes around hard work and school. The goal of the program is to get students re-engaged in school enough to take on all aspects of school. We also greatly expanded our advisory programs. Students in grades 6 – 9 are in advisory 5 hours a week, 1 hour a day, and our 10<sup>th</sup> – 12<sup>th</sup> graders have advisory 4 hours a week. The advisory classes have two components, the first being circles where advisors and advisees discuss and share ideas exploring a wide range topics, both social-emotional and academic. The second half of class our 6 – 9<sup>th</sup> graders are engaged in Independent Reading and our older students do academic support, working on study skills and academic work. The advisor is also in regular contact with the student and her/his family about academic and social-emotional needs.

Our other school-wide initiative has been around the assessment cycle that involves staff and students; assessing, analyzing and acting, based on the academic work students are completing in class and at home. This work is allowing staff to better know students academic strength and vulnerabilities, then make appropriate adjustments to future classes. As a school our focus has turned from UbD, which we continue to work on to strengthen our units, to assessment and as a result of doing improved formative assessment, differentiation and explicit skills teaching.

We also have two guidance counselors in addition to a team of four community associates working with our students to provide them with the social emotional support necessary to be successful academically. In terms of our budget we use our Title I funds to pay for internal professional development support salaries, supplementary academic support, per session and per diem that allows for greater professional development and student support, and supplemental supplies. Our IDEA funds support additional CTT and other special education instructors.

### 3. Instruction by highly qualified staff.

All of our staff are highly qualified.

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

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

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

Lyons conducts a nationwide search for highly qualified teachers starting in the early spring of each year. We literally get thousands of resumes and cover letters sent to us each year. As an expanding school, which is adding grades each year, we know early on that we will have to be hiring teachers in each of the subject areas. This was our last year to add a new grade, so in addition to filling vacancies, we hired 16 teachers.

This made attracting and finding excellent and highly qualified teachers to work at our school crucial. We have a rigorous hiring process that involves focus groups, demo lessons, multiple interviews and extensive reference checks. We were part of our PSO New Visions Model Staffing Initiative, which gave us the added support of New Visions hiring team. They were able to find far more resumes from different sources, help us with hiring fairs and with the marketing of our school to potential employees. We advertised the openings at our school on various Internet sites and listservs in addition to the more conventional DOE ways through the Open Hire and RMS.

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

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

Our parent coordinator, team of six community associates, social worker, guidance counselors and advisors (which 90% of our teachers are) all work on improving family involvement. In fact, the home school connection is our professional development focus for the school year. We have been able to greatly improve our support to families this year. All families are in regular contact with their child's advisor. They are also called by classroom teachers when the child does something noteworthy. We have been working to strengthen this program by using other ways of contacting and reaching out to family members, particularly electronic ways of communication including email. Our PTA is growing in number and we have parent volunteers who spend time in the school and when we travel on a weekly basis, as well as helping us out at other events. We have also seen an increase in families attending our monthly family events. We have been having multiple events happen on the same day in the homes that the variety of events will bring families in and the other events will help get people to stay. For instance at the most recent PTA meeting we had a financial advisory group present, a college financial workshop, an open house for interested families and our official PTA meeting. Our two guidance counselors have also been working to get more family involvement through focusing on the high school and college application processes. We are working on talking to families throughout the year about the road to college and post high school career options.

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

N/A

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

All teachers are part of a grade team that meets twice a week to discuss the needs of students in that particular grade. They are the primary people responsible for all changes made to the students' instructional program. When questions arise about programmatic changes for students, the proposal is brought to the grade team for discussion and advice. They have weekly kid talk meetings where the needs of the students are discussed and action plans formulated and brought to the administrative and other decisions making teams. Most teachers are also advisors that meet regularly with students to discuss long term and short-term goals, along with a plan for reaching those goals. They use

available resources like our online grading program, datacation, skedula, ARIS, notes from kid talk meetings, observations from staff, etc... to help advise the family and student. Teachers also meet weekly in subject area meetings, where vertical alignment and other subject specific topics are discussed and studied. Students with more intensive needs will also meet with our community associates, guidance counselors, social worker and administrators. Teachers are also always welcomed to attend, and many do, our weekly management team meeting where policy decisions for the school are made, allowing them to have direct impact on decisions regarding all aspects of the students' experiences at school.

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

Our advisory system, bi-weekly grade team meetings and weekly subject area meetings allow us to uncover and assess students' needs on a timely basis. We give staff time to do MAP conferences with their advisees, as well as time to look at their advisees' progress reports on a weekly basis. They are aware of issues as they arise. With this information, grade teams determine the most pressing need for individual students and design the upcoming quarter classes according to those needs. As grade teams we are constantly making adjustments to best meet the needs to our students, these can be small changes that can be done overnight or larger changes that demand scheduling changes and different class configurations. Data is collected through conversations with the students and their families, particularly in formal goal setting meetings (MAP meetings), trends in their progress reports (skedula), and observations by staff. We also have PPT meetings, inquiry team meetings, etc... that focus on student need by starting with individual students.

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

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

## **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>2</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>3</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	✓			\$474,594	✓	32-33
Title I, Part A (ARRA)	Federal	✓			\$83,001	✓	32-33
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$15,000	✓	29
Title IV	Federal			✓			
IDEA	Federal	✓			\$318,167	✓	33
Tax Levy	Local	✓			\$3,734,474	✓	34

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

**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:** 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.

**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:** SINI (year 2) Comprehensive     **SURR<sup>4</sup> Phase/Group (If applicable):** \_\_\_\_\_

**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.

Lyons was identified as a SINI school because during our 2008 – 2009 school year we did not meet 95% participation for Hispanic/Latino students for the middle school exams. In 2009 – 2010 we met participation targets but did not make AYP in ELA for all students, as well as each subgroup, and in mathematics for our Latino subgroup. We have identified several academic concerns that we have begun to address as a result of this issue. Knowing this we revamped our Middle School schedule allowing for students to have hour long blocks instead of 90 minute blocks for core classes. This has enabled students to have core classes, particularly ELA and mathematics each school day. In addition our 6<sup>th</sup> graders have a total of 10 hours a week of mathematics. To increase the amount of time students spend reading, we have implemented an Independent Reading program in grades 6 – 9 for 30 minutes each morning.

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.

We have developed a multi-pronged approach for working with students that are in need of additional support. 1) We have two teachers in our middle school who do small group pull-out with students around literacy and numeracy skills. This program not only builds students’ skills, but helps them to feel more connected to adults at school and more self-confident (See Appendix 1). 2) We have a Saturday Academy program that provides students with additional support. The idea of this program is to help low-skilled students gain the skills that they need before they become disconnected from school, to address truancy concerns, and to accelerate academic progress as well. 3) Our advisory program is another venue in which students who may struggle in school can develop strong ties to an adult at the school and to a small community of students within the school. Because the advisory circle meeting is the first period of every day, students have a social incentive

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School Under Registration Review (SURR)

to come to school on time. Goal setting in advisory helps students to be more purposeful and focused about their work. As part of our school-wide push to improve attendance, advisors, deans and guidance counselors monitor the attendance of all students and are in regular contact with families of students when they are absent. As well, the advisory program's independent reading piece will improve students' reading skills that will enable students to be more successful in school. 4) Finally, there are two social workers that are assigned to our building from the Interborough clinic. They provide support to students and their families in order to help address issues that go beyond the academic needs that can be addressed by teachers.

### **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.

The 10 percent of our Title I funding, \$47,459, is used to pay for part of the salary of an instructional coach. Instructional coaches work with teachers in all high need areas of the school. In this particular area, teachers receive weekly coaching, through team meeting, on strategies to improve instruction during the advisory and independent reading block. As well, school wide professional development is focused on the assessment cycle. Specifically we are focused on assessment and differentiation. In school wide professional development we share best practices on using formative assessments in order to identify students' academic needs and on differentiation to support the varied needs of our students. The goal of this work is to better meet the needs of our students and as a result to improve attendance and academic achievement.

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

All first year and second year teachers are provided with a mentor that meets with them weekly to strategize around classroom management, curriculum planning and instruction, assessment and differentiation. As well, all teachers receive support in developing their classroom practice through participation in grade team meetings, which occur two times each week, and department meetings which occur once each week. Grade team meetings focus on developing deeper understanding of individual students and their academic and personal strengths and needs as well as on developing grade-wide systems that support all students. Department meetings center on looking at student work and sharing best practices in the discipline.

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.

Families will receive a letter, which will be provided in both Spanish and English. The school's status is also discussed at PTA meetings.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

<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>

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: FOR TITLE I SCHOOLS**

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

As of October 31, 2010, we had 9 students living in temporary housing. To the best of our knowledge that number is accurate.

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

Our guidance counselors have reached out to all the students in temporary housing as well as their families, though we have not been successful in reach all the families. Based on the individual needs of the students we provide them with a variety items from a menu of support services. These support services include counseling, financial assistance for emergency supplies, a place to stay if they need to remain in school past regular school hours, after-school and before-school programs to help them be more academically successful in school. Often our attendance team must coordinate with school staff and families of students in temporary housing in order to accommodate students who travel long distances or whose housing situation otherwise complicates their commute to and from school (such as restricted access hours).

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

to help supervise a child when a parent is at work. We will continue to offer this kind of communication, as well as with other city officials working with the families.

**APPENDIX 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)**

## Lyons Community School Family Involvement Policy

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

### **The School-Family Compact**

The School-Family Compact consists of basic agreements on the part of students, staff and families which promote a safe, productive and supportive school environment for all members of the community. The document is signed by the principal, student and parent or caregiver. The compact will be revisited during family conferences where applicable, and at the end of the school year on the committee level.

### **Progress Reports, Report Cards and Family Conferences**

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

### **Volunteering at Lyons**

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

Field Studies chaperoning: Each week every Lyons student travels outside of our school building as part of our Field Studies program. The program’s curriculum is rooted in one of the major subject areas, and requires intensive supervision so that students can focus on their learning while in the field. Family members are encouraged to accompany Field Studies groups on an ongoing basis.

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

**Fundraising:** Families are encouraged to make phone calls and supervise fundraising efforts at school, such as t-shirt and bake sales. Members of our PTA work with their employers as well to support our fundraising efforts.

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

**Classroom Support:** Lyons teachers enjoy collaborating with families in the classroom. Family members are encouraged to volunteer as Field Studies escorts and small-group assistants and to lead student learning in their fields of interest or specialty. Before working in our classrooms, as in all areas of school volunteering, families meet with school administrators and teachers to establish common expectations and roles, so that volunteers can make meaningful and constructive contributions in the classroom.

### **Committees**

The Parents & Teachers Association meets on the final Tuesday of each month at 5:30 PM. PTA meetings are announced in our school newsletters and on our school website. Our PTA meetings are open to all families and students alike. Family members are encouraged to...

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



## SCHOOL-FAMILY-STUDENT COMPACT

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

This school-family-student compact is in effect during the 2010-2011 school year.

### **Lyons Community School will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Design classrooms that promote collaboration, independent access to classroom materials, curiosity about the world and ongoing interest in school curriculum;
  - Provide teachers with regular individual support and professional development around curriculum design, instruction and assessment that addresses the needs of diverse learners;
  - Instill, in all classrooms and courses, a spirit of questioning and a pursuit of deep understanding that promotes meaningful, self-sustaining learning in our students;
  - Provide students with coursework that taps into their interest and connects to real-world subject matter;
2. Hold family-student-advisor conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - Once during the fall semester and once during the spring semester;
  - When families request a conference, given two days advance notice
3. Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Staff members will make regular phone calls to students' homes, to update families on student progress or to inform them of significant anecdotes relating to their child;
  - Student progress reports will be mailed out to families at the end of each quarter;
  - Student progress, in the form of completed and missing assignments, and grades, is also accessible to students and families through Skedula, our online grading program. Skedula will be explained, and student/family access, will be made available.
4. Provide parents/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Lyons staff advisors and deans will make regular phone contact with school families, and will be available for conferences within two days of a family's request.
5. Provide parents/guardians opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
- Family members are encouraged to visit our school. Families should call school if they are interested in volunteering at Lyons or observing instruction.

### **Parent/guardian Responsibilities**

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

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

### **Student Responsibilities**

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

- Do my homework every day, submit it complete and on time and ask for help when I need it;
- Read at least 30 minutes every day outside of school time;
- Give my parents or guardians all notices and information received by me from my school every day.

- Agree to resolve conflicts peacefully with other students or disagreements with teachers using all of our peer and staff supports, including Peer Mediators, Advisors and our school Social Worker and SPARKS counselor;
- Participate in all school activities;
- Respect all learning materials and areas in our school;
- Give my best effort in pursuing my personal learning goals;
- In the high school grades, plan and monitor my progress toward full credit completion.

\_\_\_\_\_  
School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Lyons Community School					
<b>District:</b>	14	<b>DBN:</b>	14K586	<b>School</b>		331400011586

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.0/86.5	89.3/	87.5 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		83.9	93.3	90.6
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	68	72	65	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	74	74	79		60.0	77.2	78.4
Grade 8	0	79	77				
Grade 9	108	91	101	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	84	98	96	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	70	69		9	21	49
Grade 12	0	0	56				
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	335	484	544	(As of October 31)	2007-08	2008-09	2009-10
					5	20	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	13	Principal Suspensions	10	144	93
# in Collaborative Team Teaching (CTT) Classes	22	53	67	Superintendent Suspensions	16	44	31
Number all others	31	25	26				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	26	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	4	8
# receiving ESL services only	34	61	TBD				
# ELLs with IEPs	3	5	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	8

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
	0	10	68	% fully licensed & permanently assigned to this school	100.0	96.2	92.8
				% more than 2 years teaching in this school	0.0	0.0	15.0
				% more than 5 years teaching anywhere	18.2	30.8	37.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	65.0	62.5
American Indian or Alaska Native	0.9	1.0	0.6	% core classes taught by "highly qualified" teachers	85.7	100.0	79.0
Black or African American	43.0	48.3	44.7				
Hispanic or Latino	52.5	47.7	52.9				
Asian or Native Hawaiian/Other Pacific	1.2	0.6	0.7				
White	1.5	1.4	1.1				
<b>Male</b>	52.2	53.5	52.9				
<b>Female</b>	47.8	46.5	47.1				

#### 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>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:		Graduation Rate:

#### 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>	v	v					
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander		-					
White		-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>4</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	14.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	7.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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>New Visions</b>	District <b>14</b>	School Number <b>586</b>	School Name <b>Lyons Community Scho</b>
Principal <b>Taeko Onishi</b>		Assistant Principal <b>Nicholas Merchant-Bleiberg</b>	
Coach <b>Alice Young</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Joshua Lewis/ESL Teacher</b>		Guidance Counselor <b>Carmen Acosta</b>	
Teacher/Subject Area <b>Robert Whiteman/ESL Teacher</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Peter Litman/ESL Teacher</b>		Parent Coordinator <b>Minerva Cantor</b>	
Related Service Provider <b>type here</b>		Other	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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>3</b>	Number of Certified Bilingual Teachers	<b>0</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>563</b>	Total Number of ELLs	<b>81</b>	ELLs as Share of Total Student Population (%)	<b>14.39%</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.

#### 1. Identification of ELLs

New students entering Lyons Community School each fall are identified as ELLs, former ELLs, SIFE ELLs, IEP ELLs or non ELLs based on the status they were assigned at their previous NYC DOE school. Families of students from outside the NYC DOE enrolling new for the fall semester must complete the HLIS in English or in their home language. The Assistant Principal, who has been trained in ELL intake procedures by the ESL Coordinator, then follows the procedures for any new student entering the NYC DOE for the first time as outlined below.

New families entering Lyons Community School over the course of the school year make their first stop in the guidance office, after having selected or been assigned to Lyons Community School by the Enrollment Center. In the guidance office, they are interviewed by a parent coordinator. The parent coordinator helps the family fill out all the paperwork necessary to get their child or children started at the school. This paperwork includes a Home Language Identification Survey (HLIS). If the parents indicate that they aren't able to speak or read English, the parent coordinator prints a copy of the HLIS in the family's home language. If there is no HLIS available in the family's home language, the parent coordinator calls the NYC DOE translation service for assistance. It should be noted that a case where an ELL's family communicates in a language other than English or Spanish has not yet occurred at Lyons Community School. The parent coordinator reviews the paperwork and a member of the ELL Intake Team (ELLIT) is called to review the HLIS. The ELLIT is comprised of an Assistant Principal and two licensed pedagogues. If the HLIS indicates that the child is an ELL, the ELLIT representative immediately conducts an informal interview of the child and the family. If the ELLIT representative's assessment is that the child is indeed an ELL in need of ESL services, the family is immediately given an orientation to the types of programs and services available to ELLs in New York City public schools by the ELLIT representative. This orientation is conducted in the home language and includes a video presentation, also in the home language where available, by the Schools Chancellor. After discussing the possible program choices with the ELLIT representative, the family formally states which program they wish their child to participate in by completing the Program Selection Form. The School Secretary opens the student's cumulative file. The original HLIS and Program Selection Form are kept in the student's cumulative file. A copy of each aforementioned document is also kept in an ESL compliance binder, available in the Assistant Principal's office.

The student is then given the LAB-R in English and, if Spanish-speaking, the LAB-R in Spanish by the ESL Coordinator within the first ten days of the enrollment date. The ESL Coordinator keeps a record of the student's preliminary LAB-R scores in the ESL Compliance Binder. The ESL Coordinator uses these scores to set a preliminary placement and delivers the student's test answer document(s) to the appropriate testing and grading center within the NYC DOE. The current location of this is 131 Livingston Street in Brooklyn. The official LAB-R scores provided by this office are reviewed by the ESL Coordinator and the Assistant Principal to ensure that the proper placement has been made.

The pedagogue responsible for administering the identification process and initial screening, including LAB-R testing, is Matthew Finn, licensed ESL teacher. Matthew was in his fourth year of teaching during the 2009-2010 school year under a New York State Initial teaching license. Matthew also coordinates and supervises the administration of the NYSESLAT each May. He attends the NYC DOE training and returns to campus to train the three ESL teachers who will assist in the NYSESLAT test administration process. Matthew ensures that all ELL students at Lyons sit for the NYSESLAT and supervises the collection and collation of the answer sheets, which he hand delivers to the NYC DOE testing office at 131 Livingston St., Brooklyn, NY.

#### 2. How do we assure that parents understand the available program choices?

Two pedagogues, one parent coordinator and several support staff are native speakers of Spanish. In addition, the Principal and the ESL Coordinator speak Spanish fluently. Given these linguistic resources, Lyons Community School is equipped to explain program choices to any Spanish-speaking family. In the event a non-English-speaking, non-Spanish-speaking family arrives at Lyons Community School to enroll their child, Lyons Community School staff and members of the ELLIT will make sure that the family has HLIS forms, program selection forms and ESL program brochures in their home language and that the video presentation on program choices is shown in the home language. Other teachers in the building are fluent in Portuguese, Arabic (David Enders of The Green School on the second floor) and French. If it appears the family has had difficulty understanding the information, Lyons Community School will use the NYC DOE's translation service to make sure the family has received all the information necessary to make an informed decision. Lyons Community School will provide this information to the families within ten days of enrollment.

#### 3. Distributing and collecting signed parent survey and program selection forms.

Over the past two years, the school has asked new parents to fill out and sign the HLIS upon registration. From the fall semester of 2008 through the spring semester of 2010, the program selection forms were completed at and fall and spring parent ELL orientations. In the fall of 2010, the policy the school, with the help of the ESL Coordinator, revised its policy on parent selection forms. Going forward, signed parent selection forms will be collected at the time the family presents their student, with approval from the enrollment center, at the school. The ESL Coordinator or a member of the ELL Intake Team (ELLIT) will be called in at this time to assure that these forms are read, understood and signed by parents who have been informed, in their native language, of the program options available to them. As of August 2011, the ESL coordinator will give group presentations to parents for new enrollees during August Bridge week. These orientations will be designed to assure that parents understand program choices and sign the appropriate forms.

#### 4. How are ELL students placed in an ESL program?

Based on parent selection, LAB-R scores, interviews conducted by the ESL Coordinator, who is a licensed ESL teacher, and writing samples elicited by the ESL Coordinator, ELL students are placed into the ESL program according to their English proficiency level.

5. What is the trend in program choices that parents select for their ELL students?

Parents have routinely chosen free-standing ESL. The ESL Coordinator monitors parent selection to make sure that students are accommodated properly. Should the number of parents requesting Dual Language or Transitional Bilingual Education reach the thresholds put forth in the state law, the school will take the appropriate action to provide the requested program(s).

6. Are the program models at your school aligned with parent requests?

The program model offered at our school is aligned with parent requests.

## 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>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							9	12	11	19	12	15	3	81
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	9	12	11	19	12	15	3	81

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	81	<b>Newcomers (ELLs receiving service 0-3 years)</b>	45	<b>Special Education</b>	10
<b>SIFE</b>	12	<b>ELLs receiving service 4-6 years</b>	19	<b>Long-Term (completed 6 years)</b>	17

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	45	7		19	4	3	17	1	7		81

<b>Total</b>	<b>45</b>	<b>7</b>	<b>0</b>	<b>19</b>	<b>4</b>	<b>3</b>	<b>17</b>	<b>1</b>	<b>7</b>	<b>81</b>
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														0
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>	<b>0</b>													

<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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

<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
Korean									0	0
Haitian									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	
French										0	0
Other										0	0
<b>TOTAL</b>	0	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:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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							9	12	8	16	10	15	3	73
Chinese									1					1
Russian														0
Bengali														0
Urdu														0
Arabic									1	3	1			5
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	9	12	11	19	12	15	3	81

## 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.

1. How is instruction delivered?

ESL instruction is delivered using both self-contained and push-in models. All ELLs get self contained instruction at some point during their day. Beginners and intermediate students and long term ELLs also receive push-in instruction during their subject-area classes. Occasionally, students are pulled out of a class to address specific needs, but this is not norm. Self-contained classes are delivered by a licensed ESL teacher and push-in instruction is delivered by a licensed ESL teacher in conjunction with a licensed subject-area teacher.

Self-contained classes are heterogeneous, including beginner and low-intermediate students. Push-in classes are also heterogeneous and include targeted instruction for high-intermediate and advanced ELLs. ELL students are programmed to travel in a cohort in each grade, which itself is part of a larger cohort that travels together and includes both ELLs and non-ELLs in each respective grade.

ESL teachers at Lyons create and tailor their materials and curricula according to the needs of their students. Although no uniform textbook for ESL is employed, ESL teachers instruct their students in reading in English using fiction books designed for English Language Learners, such as those published by ORCA Press and Oxford University Press. The staff are careful to choose books which feature age-appropriate themes, illustrations and typefaces yet are written at reading levels that make text comprehensible even for beginners. Content area instruction is offered in co-taught classes where a subject-area teacher and an ESL teacher plan and deliver the instruction jointly. The ESL teacher in the co-taught classes supports English Language Learners specifically during group and individual work times and grades student work jointly with the subject-area co-teacher. In some cases the teachers create their lesson materials and in others they use textbooks. In the latter situation, texts in the students' home language are used in tandem with the English-language textbook.

2. How is the staff organized?

The ESL staff consists of three licensed ESL teachers and one ESL coordinator, who is also a licensed ESL teacher, dedicated to providing both self-contained and push-in ESL instruction. Explicit instruction on the structure (grammar) and vocabulary of English is delivered during both self-contained and push-in classes. Appropriate instructional minutes for proficiency level are met through this scheduling arrangement.

The director of programming and the school's principal ensure that ELL students at each level of proficiency receive at least the required minimum amount of service, as mapped out in this and other DOE documents, and in some cases more.

3. How and in what language is content delivered and made comprehensible to enrich language development?

Subject-area content other than ESL and Spanish is delivered in English. During ESL push-in periods, the ESL teacher gives specific support to the ELLs in the classroom. To help teachers during non-push-in periods, the ESL teacher gives a professional development session to all content area teachers in the fall. During these sessions, teachers learn and practice methods and strategies for making content comprehensible for ELLs. The methods include but are not limited to:

- Write newly introduced concepts in large, clear letters on the board
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into the unit

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Spanish-speaking ELLs also receive instruction in Native Language Arts from a certified Spanish teacher whose native language is Spanish.

4. How do we differentiate between ELL subgroups?

a. SIFE Students

SIFE students receive basic instruction on how to read and write. ELL SIFE students receive instruction on reading and writing using the Latin Alphabet, the writing system shared by many languages throughout the world, from both ESL and ELA teachers. ELL SIFE students are also included in all regular classes as well as ESL class. As we work on their basic literacy, we sometimes modify unit projects in order for them to

be able to display their learning through visuals or auditory recordings. This allows SIFE students to be included in course work with their peers while giving them a chance to show their learning and achieve success in their class work.

**b. ELLs with Fewer than Three Years in US Schools**

Newcomer ELLs receive instruction in all subjects as well as ESL. They may also receive some test preparation for acuity testing to habituate them to the US model of testing and tracking, which they may or may not be familiar with in their home countries. Students who are highly literate and at grade level in their home language can benefit from these interventions. Students who are significantly below grade level in their home language are given extra time during Enrichment hours in addition to their literacy and ESL work during the day to get them ready for high-stakes testing.

**c. How Do We Work with Borderline Long Term ELLs?**

ELLs having received four to six years of service are included in all course work, including ESL. The ESL teacher partners with subject-area teachers to focus on these students to provide them with extra subject-area vocabulary. The ESL teacher also pushes into classes to make sure these students are preparing to test out of ESL via the NYSESLAT. The ESL teacher uses data to learn which of the four instruction/performance areas (reading/writing/speaking/listening) needs the most strengthening for each of these students, and works on that area with each student.

**d. How Do We Work with Long-Term ELLs?**

Students having received six or more years of ESL services, in other words Long-Term ELLs, usually, though not always, fall into one of three categories:

- i. SIFE Students
- ii. Students with Special Needs
- iii. Students with family/attendance issues

Recognizing that each student is unique, our school tries to understand the reasons why a student would need more than six years of ESL services when so many students rapidly in English, our school using push-in ESL, counseling for students with family issues, and literacy interventions for students who have lagged seriously behind in their reading levels in both English and Spanish. The ESL teacher attend works with the school inquiry team and attends their regular meetings to address the specific challenges these students are facing and provide interventions designed to help them move forward.

**e. ELLs with Special Needs**

ELLs who have IEPs are in cohorts that spend their day in co-taught classes with subject-area teachers and a special education teacher. They receive their ESL from a licensed ESL teacher during push-in periods. ESL interventions can include any of the teaching techniques mentioned above, including reliance on visuals. We currently do not have blind or deaf students who need interventions in Braille or sign language respectively.

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

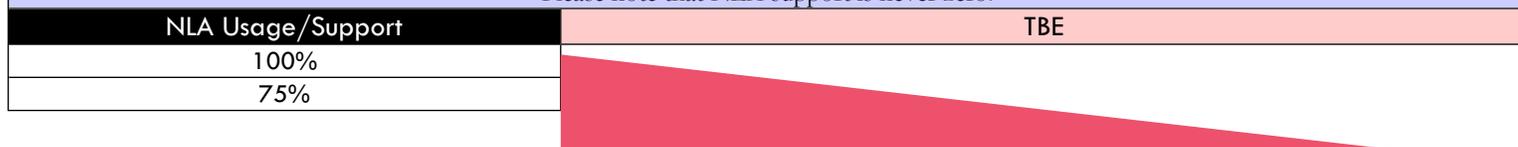
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Arts and Native Language Support**

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



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

### 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)?

5. Interventions for ELLs in ELA and Content-Areas.

Teachers of all subject areas are trained by ESL teacher in techniques designed for ELLs, but which also can benefit all students in a subject-area classroom. These techniques include:

- Make sure the Aim and Do-Now and Homework assignments are always clearly written and, more importantly are ALWAYS in a specific location on the board. It must be clear to students whose native language is not English where to look for the critical information they need for class as well as which pieces of information they need to copy down in their notebooks.
- Write newly introduced concepts in large, clear letters on the board
- Use a color-coded system on white boards or smart boards: red for Aim/Do-Now/HW, green for vocabulary, black for key concepts, etc.
- Allow newer students whose native language is not English to get help from a classmate who speaks the same language but who has been at the school longer. Do not automatically assume that their conferring is idle chatter. In many cases it is actual peer support.
- Use pictorial support on worksheets and handouts
- Act out new concepts as much as possible during mini-lessons
- Have students act out the material as part of the class discussion
- Display clearly illustrated posters to accompany each unit
- Incorporate videos and short films into their units

Both ESL and subject-area courses are taught with ELLs in mind as a part of the class population that requires specific attention. Where ELLs take content-area classes, a push-in ESL teacher is in the room to support them.

6. How Do We Support ELLs Who Have Achieved Proficiency on the NYSESLAT?

Students who have achieved proficiency on the NYSESLAT within the last two years are given continued support from an ESL teacher. The ESL teacher checks in with each of these students on a regular basis, usually asking to see any written work they may have recently produced and helping them edit it. The teacher also lets each of these students know that they have right to target support when they need it and that they can reach out to the ESL teacher when they feel they need help with any academic work. While some students take full advantage of this ad hoc support, the check-ins by the teacher assure that all students, even if they may be too shy to ask for continued support, are receiving it. It would be rare for students at this level proficiency to be included in a self-contained ESL class and in fact this has not yet happened at the school. Many ELLs appreciate the extra support they receive but don't like being seen as "different" by their non-ELL peers. For this reason, the ESL teacher uses discretion when checking-in with each NYSESLAT proficient student to make sure the check-in is as anonymous as possible.

7. and 8. What new programs and services will be considered for the upcoming school year? What programs and services will be discontinued?

Lyons has developed its own ELL literacy intervention called Critical Literacy. Students in this class practice writing by developing the phonemic connection to the letters of the alphabet. In following units, they begin to write short autobiographical vignettes with their new writing skills. These vignettes become more elaborate over time, with specific tasks, such as writing a short passage about a time when the student had to make a decision. These vignettes are regularly bound into books and the students give public readings attended by teachers and fellow students.

8. Lyons currently has no plans to discontinue any ELL programs or services. In other words, all programs from prior years will continue. The rationale for this is that the programs are working.

9. How are ELLs provided equal access to all school programs? What after-school intervention services are offer to ELLs in the school?

By programming ELLs for all their regular classes with the addition of an ESL class and favoring ESL push-in rather than ESL pull-out, we provide our ELLs with equal access to all the programs available to non-ELL students. ELL students also receive instruction time during our Enrichment period. Enrichment period instruction gives students additional minutes of instruction in ESL and/or subject-area material. This period does not conflict with after-school activities, in which all of our ELLs are invited to participate. These activities include Homework Help, Visual Arts, Intramural Sports, Extramural Sports teams, Dance and Step Groups, Drama, Community Service, Community Gardening and many others. Current ELLs are often encouraged to join these groups by former ELLs who are bilingual in both the current ELLs' home language and English. The intermingling of these non-native speakers of English with groups of native speakers of English and bilingual speakers while doing a specific activity for which the instructions are always given English provides students who participate in these activities more Total Physical Response (TPR) instruction in English in addition to the TPR routinely used in ESL class instruction.

10. What instructional materials, including technology, are used to support ELLs?

As described above, Lyons teachers create their own materials, based on their own curricula, which are tailored to meet students' specific needs. In addition, we are using Critical Literacy class as part of increasing our ELLs' literacy levels in English. We are using this program for all ELLs with specific focus on SIFE and LTELL students. We also use Rosetta Stone English as part of our ELL instruction. Rosetta Stone was first purchased through the ELL Success Initiative grant and then later more licenses were purchased with NYSTL Technology funds.

11. How is Native Language Arts support delivered?

Students receive Native Language Arts support from a certified Spanish teacher who speaks both English and Spanish and whose

native language is Spanish and a certified Para-Professional who speaks both English and Spanish and whose native language is Spanish. Students whose native language is Spanish are in courses separate from those who whose native language is not Spanish so that the native speakers of Spanish will not have to sit through instruction in the most basic vocabulary, expressions and grammatical principles of the language. Instead, their class focuses on reading literature and cultural information about Latin-America, Spain and Spanish speakers throughout the world at their appropriate Spanish reading level, as well as written responses to the reading.

The campus library also provides a collection of Spanish reading books at various levels from early readers to young adults. Non-fiction books in Spanish are interfiled with their English-language counterparts and can found through the library's online catalog. The library also purchases e-books in both English and Spanish which are available to all through the library's online catalog.

12. Do required services, support and resources correspond to ELLs ages and grade levels?

We would never give a book intended for a five-year-old native English-speaking child to a 17 year-old struggling ELL. We use materials and resources designed for appropriate age and reading levels. We consider the reading level a more useful guiding factor than the actual grade level of the student. Therefore, for an older student needs materials that are below his or her grade's normed reading level, we supply and continue to order high-interest/low-reading-level materials for students in their age-range. We use these principles when planning instruction and ordering materials and offering support for both ELLs and non-ELLs.

13. What language electives are offered to ELLs?

Our school currently offers no language elective to Spanish-speaking ELLs as the only language currently provided is Spanish and the ELLs in our school are Spanish speakers. The ESL Coordinator, who is bilingual in French and English as well as fluent in Spanish has discussed the possibility of seeking an additional license in French and offering French to interested students including ELLs. Although students have routinely expressed interest in this, the administration of the school is not convinced that another language elective is what our ELLs need. That said, the Coordinator will continue to make a case for additional language electives.

#### **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.

1. The ESL teachers at Lyons will participate in in-house literacy and reading training with the general staff and will be participate in at least one ELL-focused professional development session outside of the school during Professional Development days over the course of the school year.

2. The ESL Coordinator works with staff who help students, including ELLs, transition from middle school to high school in summer bridge programs, for example. During summer bridge, ELLs who are matriculating from Middle School to High School are interviewed and assessed by their prospective ELA and ESL teachers. They also participate in a week-long program, which includes sessions with parents, about what they can expect during their High School years. Additionally, students entering Middle School from their Elementary School years, participate in the same types of sessions during summer bridge.

1. All teachers of ELLs who are not ESL Certified participate in instructional sessions given by the ESL teachers to learn and practice using best practice methods for ELLs in their classroom. These sessions have been described above. They are created and delivered by the ESL teaching staff and designed to help teachers who are not ESL Certified support the ELLs at the school. These sessions are given during Professional Development days.

#### **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?

1. How are parents, including parents of ELLs, involved in the school?

Parents are involved in the school primarily through the Parent-Teacher Association. The PTA comes up with ideas to support the school and what it needs to support the children. The PTA also addresses the needs of families by involving them in the college planning process and offering useful seminars, such as financial planning meetings run by certified financial planners. Parents of ELLs are invited to participate and do they do participate in PTA meetings and activities. Parents of ELLs also receive regular phone calls and letters from teachers and advisors, either English or in their native language, as per their choice, regarding their students' progress.

Additionally, parents are invited to participate in a Saturday ESL program during the Spring semester. Parents benefit from this experience and sometimes invite members of the community, the neighborhood, in other words, to participate with them.

2. Does your school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
 We partner with the Brooklyn Public Library for both ELLs and parents of ELLs. The BPL provides literacy services for parents of ELLs and their children. Not only do our ELL students and parents make use of the services offered by the library, but representatives from the library come on site to make sure students have access to all the available services.

3. How does the school evaluate of the needs of the parents?

We query the parents directly at PTA meetings and through phone calls about what they need.

4. How do your parental involvement activities meet the needs of the parents/

By asking parents directly what they need from the school, we try to provide parent services that correspond to parent need within the limits of our school's budget and staff resources.

## 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)							2	2	9	6	5	4	0	28
Intermediate(I)							2	6	1	6	6	6	2	29
Advanced (A)							5	4	1	7	3	3	1	24
Total	0	0	0	0	0	0	9	12	11	19	14	13	3	81

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B								2	2	3	3	4	
	I							1	3	3	4	3	3	1
	A							2	4	2	7		3	1
	P							6	2	3		6	3	1
READING/ WRITING	B							1	6	8	6	2	3	
	I							2	1	1	6	7	6	2
	A							5	4	1	6	3	2	1
	P												2	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1			6
7	3	7			10

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	8		4						12
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6						9
7	4		9						13
8	3		12						15
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	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	4		2	
Math				
Math				
Biology				
Chemistry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment	8		4	
Physics				
Global History and Geography	12		2	
US History and Government	1		0	
Foreign Language				
Other <u>Algebra</u>	20		6	
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**

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

1. What assessment is used to assess the literacy of the ELLs at your school? What insights do these provide about your school's ELLs? How can this information help inform your instructional plan for the ELLs at your school?

While the majority of ELL students have made progress on the NYSESLAT since entering our school (or the NYC DOE), there are some who struggle. We also see a correspondence in ELL students whose progress as measured by the NYSESLAT is slower than other students and those ELLs who repeat a grade. Many of the interventions described in earlier sections are conceived as a response to these data patterns. We refer to the data continually when planning for instruction.

3. How will test patterns across NYSESLAT modalities affect instructional decisions?

We use NYSESLAT data, as described in earlier sections, to target services, especially, but not limited to, push-in services for ELLs. Students receive targeted support in the NYSESLAT modality that needs the most improvement, usually writing or sometimes reading, during sessions with the ESL teacher. The ESL Coordinator and ESL teacher also communicate these needs to subject-area teachers during grade-team meetings.

4. Answer the following for your ESL program:

a. What are the patterns and proficiencies across grades? How are ELLs faring in test taken in English as compared to those taken in the native language?

The data show that some ELLs are making progress similar to that of their English-speaking counterparts, while there are some that lag behind. The data for the school-wide population also show that ELLs who lag behind are accompanied by a number of native-English-speaking students who are struggling. It's difficult to correlate the fact that one is an ELL with low academic performance when other psychological and emotional issues may be interfering with academic success. ELLs are often separated from the parents and live with other relatives in New York, while some were separated from their parents for many years in their home country while their parents were in New York, working to bring their children here. This, coupled with having to adapt to a new culture, language, and set of societal norms is disruptive to many ELL students and may show up in their test scores. Furthermore, ELL students are susceptible to all the other non-school pressures that all adolescents in the US are subjected to. We do our best to counsel and help students in difficult situations.

b. and c. How do school leaders and teacher use the results of the PAELL?

Lyons Community School has opted not to use the PAELL. The periodic data used are those derived from the NYSESLAT (in other words, annual periodicity rather than the semi-annual of the PAELL. This means that the Lyons uses NYSESLAT data as described above, and not PAELL data.

6. How do we evaluate the success of our ESL program?

While we rely on the NYSESLAT results to show us which students are progressing to proficiency in all four language learning areas, we also use subject-area test scores and teacher feedback to evaluate whether our ELLs are truly making progress. Our goal is to see our ELL students to as well as any native-English-speaking student in the school.

### 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

For sample student schedules detailing the number of hours our ELLs receive ESL services, please see Attachment A.

For examples of teacher-created materials, please see Attachment B.

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		