



# **HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE**

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

**SCHOOL: 10 X696**  
**ADDRESS: 2925 GOULDEN AVE., BRONX, NY 10468**  
**TELEPHONE: (718) 329 – 2144**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 10X696      **SCHOOL NAME:** High School of American Studies at  
Lehman College

**SCHOOL ADDRESS:** 2925 Goulden Ave., Bronx, NY 10468

**SCHOOL TELEPHONE:** (718) 329 – 2144      **FAX:** (718) 329 – 0792

**SCHOOL CONTACT PERSON:** Alessandro Weiss      **EMAIL ADDRESS:** [aweiss@schools.nyc.gov](mailto:aweiss@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Armando Santiago

**PRINCIPAL:** Alessandro Weiss

**UFT CHAPTER LEADER:** Jonathan Halabi

**PARENTS' ASSOCIATION PRESIDENT:** Terence Hanrahan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Shanice Scantlebury

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** 2.01

**NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Elena Papaliberios

## 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
Alessandro Weiss	*Principal or Designee	
Jonathan Halabi	*UFT Chapter Chairperson or Designee	
Terence Hanrahan	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
Shanice Scantlebury Marilysande Montes de Oca	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Emily Gorman	Member/Teacher	
Michael Holmes	Member/Teacher	
Pian Wong	Member/Teacher	
Jody Czwartacky	Member/ Parent	
Francine Egger-Sider	Member/ Parent	
Armando Santiago	Member/ Parent	
Marcie Wolfe	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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Our school emphasizes the study of American history and offers students an academic program that is both well-rounded and challenging. Our goal is to prepare students for admission to highly competitive colleges and for a wide range of careers in politics, law, journalism, business, science, mathematics, and the arts.

All students engage in a three-year chronological study of American History. Our aim is to make history come alive through the use of primary source documents, films, biographies, literature, and creative teaching techniques. Supported by the Gilder Lehrman Institute, students gain first-hand knowledge of the key events in American history through trips to sites and cities of historic importance and through participation in special seminars with guest speakers. We also offer honors-level, Advanced Placement, and elective courses in mathematics, science, constitutional and criminal law, literature, film, foreign languages, history, and the arts. A special component of our program focuses on the development of college-level research skills and methodologies, and students are therefore supported by school and college faculty in the process of pursuing individualized research projects. Through our collaboration with Lehman College, students have access to its campus library and athletic facilities, and take credit-bearing college classes and seminars in their junior and senior years. After school, students may participate in a wide variety of extra-curricular activities and PSAL sports.

In all of our endeavors, we seek to encourage in our students a love for learning and an inquisitive spirit.

**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>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input 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									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

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

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

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	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							
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>							

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

As indicated on the table below, the school's scholarship rate has remained consistent over the past four years:

<i>Scholarship Rate</i>	<u>Passing '10</u>	<u>'09</u>	<u>'08</u>	<u>'07</u>
	95.16	95.28	93.19	95.85

Regents results have also remained stable, with significant improvement noted in the percentage of students earning 85% or higher on the Living Environment Examination:

<i>Regents Exams</i>	<u>% Passing</u>	<u>85%+ '10</u>	<u>85%+ '09</u>	<u>85%+ '08</u>
English	100	98.9	92.3	85.7
Algebra	100	43.6	47.0	68.7
Geometry	96.9	46.4	51.5	N/A
Algebra II/Math B	86.5 (II)	37.8 (II)	22.5 (B)	16.9 (B)
Global	100	91.6	97.8	95.0
US	100	95.4	97.4	97.3
Living Env.	100	96.6	78.5	69.8
Chem.	98.9	23.2	18.2	25.0
Physics	94.2	40.7	31.1	34.7
Spanish	100	96.2	98.8	79.4

As indicated on the table below, the school achieved similar results on the 2010 AP Examinations, though there was significant improvement on the AP English Language and AP World History Exams and a slight decline in scores on AP Calculus:

<i>AP Exams</i>	<u>'10</u> Ave. Score % 3+	<u>'09</u>	<u>'08</u>	<u>'07</u>
World History	4.196	4.143	3.974	3.950
	100	95.9	94.9	92.5
Spanish Language	3.391	3.560	2.750	2.536
	86.2	72.0	45.0	42.9

Calculus	2.464	3.105	2.769	2.313
	46.4	57.9	53.8	31.3
US History	3.600	3.545	3.514	3.730
	81.0	75.3	78.4	85.4
English Language	4.325	3.789	3.500	3.566
	100	97.4	86.8	88.7
English Literature	3.674	3.639	3.694	3.355
	88.4	91.7	93.9	90.3
Chemistry	2.125	1.773	2.154	N/A
	29.2	22.7	38.5	N/A

As indicated on the table below, the school received very high scores on the 2010 Learning Environment Survey:

<i>Learning Environment Survey</i>	<u>Score '10</u>	<u>'09</u>	<u>'08</u>	<u>Peer Rank '10</u>
Safety and Respect	8.6	8.5	8.5	1
Academic Expectations	8.7	8.7	8.7	1
Engagement	8.0	7.9	7.9	2
Communication	7.4	7.2	7.3	1

As indicated on the table below, the school's attendance rate has been consistent over the past four years, with slight improvement in 2009-2010:

<i>Attendance</i>	<u>% '09-'10</u>	<u>% '08-'09</u>	<u>% '07-'08</u>	<u>% '06-'07</u>
	96.1	95.7	95.8	95.2

As indicated in the table below, the school improved its overall graduation rate in 2009-2010:

<i>Graduation</i>	<u>% '10</u>	<u>% '09</u>	<u>% '08</u>	<u>% '07</u>
Total	98.7	98.6	96.5	96.6
HSAS Diploma	83.1	83.3	91.6	78.8
Adv. Regents w/ Honors	44.2	33.3	61.4	23.5
Adv. Reg. and Adv. w/ Hon.	88.3	84.7	96.4	84.7
Regents	100	100	100	100

On the 2007-2008 Quality Review, the school earned an overall score of "well-developed," and was rated "well developed" or "outstanding" in every category.

On the 2008-2009 Progress Report, the school earned a mark of "A." The school scored at or above the 50<sup>th</sup> percentile in its peer group on every metric, but has identified credit accumulation among the school's lowest-performing third as an area for improvement, particularly in the lower grades.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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**Goal #1:** By June 2011, the school will maintain a scholarship of 92% or higher. The most important indicator of student success in school is the scholarship rate. In 2008-2009, the school achieved a scholarship rate of 95%. However, an analysis of data from the past two years indicates that the scholarship rate of some sub-groups was lower than that of others.

**Goal #2:** By June 2011, at least 90% of students will earn a score of 85% or higher on each Regents Examination in English and History and at least 65% of students will earn a mark of 85% or higher on the Regents Examinations in Integrated Algebra and Living Environment. All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the “mastery” level).

**Goal #3:** By August 2011, at least 80% of students will earn an Advanced Regents Diploma. The Advanced Regents Diploma is the “gold standard” among the certificates granted by the State of New York. Students should therefore aspire and be supported instructionally to graduate with advanced designation.

**Goal #4:** By June 2011, 100% of the school's graduates will continue to be accepted to college or an approved post-secondary institution. Our school's ultimate responsibility is to help students apply to and be accepted at one of the colleges of their choice.

**Goal #5:** By June 2011, members of the school community will have participated in at least [insert number] community service projects or events. The High School of American Studies feels it is important to inspire students' interest in and commitment to issues of social justice. Participating in community service helps students to affirm this commitment and to learn about their world by helping others.

**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 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):** ALL

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the school will maintain a scholarship of 92% or higher. The most important indicator of student success in school is the scholarship rate. In 2009-2010, the school achieved a scholarship rate of 95%. However, an analysis of data from the past two years indicates that the scholarship rate of some sub-groups was lower than that of others.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Step 1:</b> Create the compensatory-time position of ninth-grade academic coordinator in order to track the achievement of entering students, help ease their adjustment to high school, and facilitate the provision of academic and guidance support services as necessary. <b>By When:</b> September and on-going. <b>Who:</b> Mr. Weiss and Mr. Olivieri, Ms. Rice, Guidance counselors. <b>Indicator of Progress:</b> Creation of the position by September; creation of ninth-grade “watch list” from junior high school records; creation of an incoming ninth-grade self-evaluation form; grade-level meetings; individual counseling sessions; referrals to and attendance at after-school and lunch-time tutorial classes; monitoring of student progress each marking period; creation of an academic referral form. <b>Review Date:</b> On-going and at the end of each marking period.</p> <p><b>Step 2:</b> Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic intervention plans written by the guidance counselors. <b>By When:</b> September and on-going <b>Who:</b> Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors <b>Indicator of Progress:</b> Creation and use of an academic referral form; schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans and individualized goal-setting plans. <b>Review Date:</b> On-going and at the end of each marking period</p>

**Step 3:** Administer and analyze the results of a diagnostic writing assessment to all entering students in June; create a mandatory after-school writing workshop for selected ninth-grade students; require ninth-grade students to complete writing self-assessment activities and maintain a portfolio of their work to track progress; administer and analyze the results of writing assessments in ninth-grade English.

**By When:** June and on-going

**Who:** Mr. Weiss and Mr. Olivieri, Ms. Sebastian-Ridge

**Indicator of Progress:** Administration and analysis of diagnostic writing assessment; visits to after-school writing tutorial; review of student journals and portfolios; administration and analysis of additional writing assessments.

**Review Date:** June and at the end of each marking period

**Step 4:** Study the progress of under-performing ninth-grade students as the focus of the work of one of our inquiry teams; conduct interviews with students in this sub-group to better understand academic habits and barriers to success; conduct PD on literacy issues as they pertain to this sub-group; monitor progress through grade-level meetings and regular sessions with the guidance counselors or principal; make tutorial referrals through the use of academic intervention plans, as warranted.

**By When:** Fall semester: study and analysis

Spring semester: creation of individualized action plans

**Who:** Mr. Weiss, Members of the inquiry team, Guidance counselors, All teachers, SSO staff, SAF

**Indicator of Progress:** Inquiry team meetings; PD sessions; student interviews; individualized intervention plans

**Review Date:** At each meeting of the ninth-grade inquiry team

**Step 5:** Ensure that parents of underperforming students receive interim progress reports and/or grade data from SnapGrades.

**By When:** Mid-way point of each marking period

**Who:** Mr. Weiss, Guidance counselors, All teachers

**Indicator of Progress:** Copies of interim reports in students' record folders

**Review Date:** Mid-way point of each marking period

**Indicators of Interim Progress/Benchmarks:** The school will calculate its scholarship rate, and that of all relevant sub-groups, at the end of each marking period (i.e. six times annually) and calculate its distance from the overall goal. By January 31, 2010, the scholarship rate will be at least 90%. By June 30, it will be at least 92%.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for after-school tutorial classes (\$25,000)  Per-session costs for the after-school ninth-grade writing workshop (part of above amount)  Per-session costs for inquiry team meetings and activities (\$14,040)  Compensatory time (0.2) for the position of ninth-grade academic advisor</p>
<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>	<p>The school will review the scholarship report every six weeks, at the end of each marking period. School staff will also review anecdotal information from interim progress reports, mailed home for some students at mid-marking period.</p>

**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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 90% of students will earn a score of 85% or higher on each Regents Examination in English and History and at least 65% of students will earn a mark of 85% or higher on the Regents Examinations in Integrated Algebra and Living Environment. All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the “mastery” level).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; communicate to new students that attendance at tutoring is a core component of achieving success at HSAS; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic referral forms; convene individualized goal-setting conferences with referred students; increase the number of Regents-prep tutorials just prior to each examination period (both after school and on Saturdays)  <b>By When:</b> September, January, June, and on-going  <b>Who:</b> Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors  <b>Indicator of Progress:</b> Schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans  <b>Review Date:</b> September, January, and June</p> <p><b>Step 2:</b> Ensure that the curricula for our Algebra I, Geometry, and Algebra II courses continue to be aligned to the list of topics covered by the new Regents Examinations.  <b>By When:</b> September and on-going  <b>Who:</b> Mr. Weiss and Mr. Olivieri, math teachers  <b>Indicator of Progress:</b> Alignment of curriculum to state list of Algebra, Geometry, and Algebra II topics; analysis of test sampler  <b>Review Date:</b> September and upon release of the test sampler</p>

	<p><b>Step 3:</b> Design, administer, mark, and analyze interim assessments in classes that terminate in a Regents Exam; use Regents rubrics to assess student work, as warranted.</p> <p><b>By When:</b> Each marking period</p> <p><b>Who:</b> Mr. Weiss and Mr. Olivieri, Teachers of classes that terminate in a Regents Exam</p> <p><b>Indicator of Progress:</b> Administration and analysis of mock Regents tasks and exams; use of assessment results to modify instruction, as needed; use of rubrics to assess student progress.</p> <p><b>Review Date:</b> Each marking period, January, and June</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> Regents exams are administered in January and June. The school will calculate its pass-rates at the end of each Regents administration period. Prior to each exam, the school will analyze data from classroom examinations, predictive assessments, and mock Regents in order to assess exam readiness and the percentage of students performing at mastery level. Based on these assessments, students who are beneath the 85% threshold will receive AIS intervention. In most cases, students who fail to earn a mark of 85% or higher, will sit for the Regents again the next time it is offered.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for after-school and Saturday Regents-prep classes (\$10,000)  Order replacement copies of Regents review texts as needed. (up to \$19,747)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will review the results of interim and diagnostic assessments, as well as Regents Exam data from January and June.</p>

**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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011, at least 80% of students will earn an Advanced Regents Diploma. The Advanced Regents Diploma is the “gold standard” among the certificates granted by the State of New York. Students should therefore aspire and be supported instructionally to graduate with advanced designation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Conduct group guidance sessions for students, starting in Grade 9, on the importance and requirements of earning an Advanced Diploma; create, distribute, and use a checklist for students to monitor progress towards meeting the advanced requirements; familiarize students with their transcript  <b>By When:</b> September and February  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> Observation of group guidance sessions and use of the checklist  <b>Review Date:</b> September and February</p> <p><b>Step 2:</b> Plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website  <b>By When:</b> February  <b>Who:</b> Mr. Weiss, PTA, Guidance counselors  <b>Indicator of Progress:</b> Observation of the presentation; feedback from parents; monitoring of website “hits”  <b>Review Date:</b> February and on-going</p> <p><b>Step 3:</b> See action plans for Goals #1 and #2.</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> This statistic is calculated once annually, in June, upon graduation. However, using report card and Regents Exam data, the school will identify each marking period which students are in danger of failing to attain this standard. The</p>

	<p>school will then provide relevant tutoring and/or counseling to assist students in meeting this goal.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for guidance counselors to prepare workshops for students and parents (up to \$10,226)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Each semester, the school will monitor the progress of all students towards earning an advanced diploma. The school will also review final graduation data in June.</p>

**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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ALL / GUIDANCE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of the school’s graduates will continue to be accepted to college or an approved post-secondary institution. Our school’s ultimate responsibility is to help students apply to and be accepted at one of the colleges of their choice.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Update the school profile  <b>By When:</b> October  <b>Who:</b> Mr. Weiss, Mr. Halabi, Guidance counselors  <b>Indicator of Progress:</b> Review and revision of the profile; feedback from Gail Reilly.  <b>Review Date:</b> September, January, and June</p> <p><b>Step 2:</b> Convene individualized college counseling sessions with juniors and seniors  <b>By When:</b> Early fall for seniors; spring for juniors  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> Observation of selected sessions.  <b>Review Date:</b> September and upon release of the test sampler</p> <p><b>Step 3:</b> Plan and conduct workshops for parents on the application process  <b>By When:</b> Early fall for parents of seniors; spring for parents of juniors  <b>Who:</b> Guidance counselors, Parent coordinator, PTA  <b>Indicator of Progress:</b> Observation of parent workshops; review of materials disseminated; posting of materials on the school’s website.  <b>Review Date:</b> Throughout the fall and spring.</p> <p><b>Step 4:</b> Schedule visits by college representatives in the Fall  <b>By When:</b> Visits in early fall  <b>Who:</b> Mr. Weiss, Guidance counselors  <b>Indicator of Progress:</b> At least 50 visits will be scheduled.</p>

	<p><b>Review Date:</b> September and on-going throughout the fall.</p> <p><b>Step 5:</b> Use Naviance to track applications and analyze acceptance results  <b>By When:</b> On-going  <b>Who:</b> Guidance counselors  <b>Indicator of Progress:</b> Running of Naviance reports.  <b>Review Date:</b> January and May</p> <p><b>Indicators of Interim Progress/Benchmarks:</b> The school will use Naviance in order to calculate this statistic at the end of each marking period, beginning at the end of the fall semester. Since not all colleges inform students of acceptance at the same time, this statistic is difficult to measure on an interim basis. The school will work intensively with all students who, by the end of April, have not been admitted to college.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Per-session costs for guidance counselors to prepare workshops for students and parents (up to \$10,226)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will review data from Naviance each marking period and will conduct a comprehensive review of admissions data each June.</p>

**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):** ALL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, each school club/team/activity will have planned and/or participated in at least <u>one</u> community service project or event. The High School of American Studies feels it is important to inspire students’ interest in and commitment to issues of social justice. Participating in community service helps students to affirm this commitment and to learn about their world by helping others.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Step 1:</b> Discuss the implications of the new policy at the first faculty meeting of the year and secure faculty commitment  <b>By When:</b> September  <b>Who:</b> Mr. Weiss, faculty members  <b>Indicator of Progress:</b> Agenda from September  <b>Review Date:</b> September</p> <p><b>Step 2:</b> Present the new policy to the student government and solicit feedback  <b>By When:</b> October and November  <b>Who:</b> Mr. Weiss, Mr. Iurato, student government members  <b>Indicator of Progress:</b> Government meetings during seminar  <b>Review Date:</b> October/November</p> <p><b>Step 3:</b> Begin implementation of the policy  <b>By When:</b> December/January  <b>Who:</b> Mr. Weiss, student government, club advisors  <b>Indicator of Progress:</b> Records of community service activities  <b>Review Date:</b> January/February</p> <p><b>Step 4:</b> Compile records and remind clubs that have failed to conduct a project that they must do so by May</p>

	<p><b>By When:</b> March and April  <b>Who:</b> Mr. Weiss, student government, club advisors  <b>Indicator of Progress:</b> Updated records of community service activities  <b>Review Date:</b> April</p> <p><b>Step 5:</b> Ensure that, by the end of May, all clubs have conducted at least one project  <b>By When:</b> May  <b>Who:</b> Mr. Weiss, faculty members  <b>Indicator of Progress:</b> Records of community service activities  <b>Review Date:</b> Late May</p>
<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>	<p>Per-session costs for after-school activities, clubs, and teams</p>
<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>	<p>The school will review records of community service projects as per the schedule noted in the action plan, above.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	92	92	92	92	10	N/A	N/A	0
10	101	101	101	101	5	N/A	N/A	0
11	93	93	93	93	5	N/A	N/A	0
12	87	87	87	87	5	N/A	N/A	0

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Tutorials are provided on an as-needed basis during the tutorial period. Selected ninth-grade students attend a mandatory writing workshop. Tutoring is also available during lunch.</b>
<b>Mathematics:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the Algebra, Geometry, Trigonometry, and AP Calculus Examinations. Tutoring is also available during lunch.</b>
<b>Science:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the Living Environment, Chemistry, Physics, and AP Chemistry Examinations. Tutoring is also available during lunch.</b>
<b>Social Studies:</b>	<b>Tutorials are provided on an as-need basis during the tutorial period, with special focus on preparing for the AP World History and AP US History Examinations. Tutoring is also available during lunch.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counselors meet individually with students whose report card grades are sub-par or who present significant social adjustment issues. Group counseling is available during lunch.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A – The school does not employ a psychologist.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>N/A – The school does not employ a social worker.</b>
<b>At-risk Health-related Services:</b>	<b>N/A – No students meet the criteria for this category.</b>

**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 A: Language Allocation Policy (LAP)**

**10X696 – High School of American Studies at Lehman College**

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i> Alessandro Weiss	<i>ESL Teacher:</i> N/A
<i>Assistant Principal:</i> Martin Olivieri	<i>Assistant Principal:</i> N/A
<i>Guidance Counselor:</i> Michele Harris	<i>Literacy Coach:</i> N/A
<i>Content Area Teacher:</i> Emily Gorman	<i>Math Coach:</i> N/A
<i>Content Area Teacher:</i> Rosanny Genao	<i>Parent Coordinator:</i> Anna Paula Trebo- Fiore

**II. Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers 0
- Number of certified bilingual Teachers 0
- Number of certified Foreign Language Teachers teaching NLA 0
- Number of Content Area Teacher with Bilingual Extension 0
- Number of Special Education Teachers with Bilingual Extension 0
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension 0

**III. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)**

The High School of American Studies has 379 students on register. The school does NOT have any ELLs on register and has not had any for the past four years.

**IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:**

- Initial identification process for ELLS( include HLIS and LAB-R)

- The school does not receive over-the-counter students. Students are admitted based on scores achieved on the SHSAT. A home-language survey is completed for students entering from non-public high schools. If necessary, the LAB-R is then administered. Based on these criteria, the school does NOT have any ELLs on register and has not had any for the past four years.
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R
  - Martin Olivieri (APO)
- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
  - The school does NOT have any ELLs on register.
- Parent information/ Parent Orientation Process and parent Program Choice Procedures Include process, outreach plan and timelines for parent choice options
  - The school does NOT have any ELLs on register.
- Yearly distribution and collection of parent choice letters
  - The school does NOT have any ELLs on register.
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
  - The school does NOT have any ELLs on register.
- Trends in parent program choice as evidenced by past years
  - The school does NOT have any ELLs on register and has not had any on register for the past four years.
- Align school programs to parent choices
  - The school does NOT have any ELLs on register.
- Future plans to align school programs to parent choices for educational program models
  - The school does NOT have any ELLs on register.

V. ELL Programs Please include the following:

Number of ELLs in Transitional Bilingual Education Programs 0  
 Number of ELLs in Dual Language Education Programs 0  
 Number of ELLs in ESL Self Contained Classes by grade Education Programs 0  
 Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs 0

VI. Years of Services / Programs / ELLs by Sub-groups (Please refer to worksheet.) Include:

- Number of ALL ELLs 0
- Number of SIFE 0
- Number of Newcomers 1 (not ELL)
- Number of ELLs in grades 4-6 0
- Number of ELLs in special education 0
- Number of Long – term ELLs 0
- Number of ALL ELLs by subgroup and years of service 0

VII. Home Language Breakdown and ELL Programs

1. ESL Program - Break down by grade and language NONE
2. Transitional Bilingual Education –Break down by grade and language NONE
3. Dual Language – Include
  - Break down by grade and language NONE

- Number of ELLs participating NONE
- Number of bilingual students fluent in both languages NONE
- Number of third language speakers NONE
- Ethnic breakdown of English Proficient Students in DL Program NONE

VIII. Program and Schedule Information

The school does NOT have any ELLs on register.

- Describe how instruction is delivered.
- Include sample student schedule.
- Describe model
- Staffing for compliance with CR Part 154 (required instructional time)
- Content Instruction
- Differentiating Instruction for ELLs / Sub-groups

IX. Plan for SIFE

The school does NOT have any ELLs or SIFE students on register.

X. Plan for ELLs in school less than 3 years/ Newcomers

The school does NOT have any ELLs on register.

XI. Plan for ELLs in school 4-6 years

The school does NOT have any ELLs on register.

XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs

The school does NOT have any ELLs on register.

XIII. Plan for ELL Special Needs Students

The school does NOT have any ELLs on register.

XIV. Intervention Programs for ELLs (AIS)

The school does NOT have any ELLs on register.

XV. Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years)

The school does NOT have any ELLs on register.

XVI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

The school does NOT have any ELLs on register.

XVII. Equal access to all programs

The school does NOT have any ELLs on register.

- XVIII. After school programs for ELLS  
The school does NOT have any ELLs on register.
- XIX. Instructional materials including technology  
The school does NOT have any ELLs on register.
- XX. Instructional materials in Content Areas  
The school does NOT have any ELLs on register.
- XXI. Native Language Support  
The school does NOT have any ELLs on register.
- XXII. Support Services  
The school does NOT have any ELLs on register.
- XXIII. Professional Development
- PD plan for teachers and staff working with ELLS NONE
  - Training of all staff – 7.5 Hours required/ records NONE
- XXIV. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)  
The school does NOT have any ELLs on register.
- Implications for Instruction N/A
  - *Implications for LAP in English Language Arts Area N/A*
  - *Implications for LAP in Mathematics Content Area N/A*
  - *Implications for LAP in Science Content Area N/A*
  - *Implications for LAP in Social Studies Content Area N/A*

*For High Schools (ONLY)*

The school does NOT have any ELLs on register.

*The assessment data must include an analysis of Content Area Tests and Regents including*

- *Comprehensive English*
- *Math A and B*
- *Integrated Algebra*
- *Geometry*
- *Biology*

- *Chemistry*
- *Earth Science*
- *Global History and Geography*
- *Foreign Language*
- *NYSAA*

XXV. Describe ELL program success  
 The school does NOT have any ELLs on register.

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NOTE: The High School of American Studies does NOT have any ELL students on register and does not receive any over-the-counter admissions.

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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)** 9, 10, 11, 12                      **Number of Students to be Served:** 379    **LEP** 0    **Non-LEP** 379

**Number of Teachers** 25    **Other Staff (Specify)** 2 guidance counselors

**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.

The High School of American Studies does NOT have any ELL students on register.

**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.

The High School of American Studies does NOT have any ELL students on register.

**Section III. Title III Budget**

School: High School of American Studies at Lehman College BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$1455 (TBA)	<b>XX hours of per-session for a school aide to serve as a translator for parents whose native language is not English</b>  <b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	0	N/A
<b>Supplies and materials</b>	0	N/A

<ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>		
<b>Educational Software (Object Code 199)</b>	0	<b>N/A</b>
<b>Travel</b>	0	
<b>Other</b>	0	
<b>TOTAL</b>	\$1455 (TBA)	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

---

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

Each year, we diligently review the home language survey results of entering students.

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

Nearly all of our parents speak English. A few parents need translation services in Spanish, Chinese, or Korean. This information was reported at PA and SLT meetings.

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

---

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

All school materials are translated upon request. If necessary, external services are utilized.

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.

Bilingual personnel are always ready to provide translation services in Spanish, Italian, or Chinese. If necessary, external services are utilized.

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>.

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed.



**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

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**

### **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.
  
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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

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

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

**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:** \_\_\_\_\_ **SURR<sup>3</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.
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.

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

No students currently reside in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

The school conducts extensive guidance outreach and offers tutorial services to ensure that students in temporary housing make adequate yearly progress and feel supported.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

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

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

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School of American Studies at Lehman College					
<b>District:</b>	10	<b>DBN:</b>	10X696	<b>School</b>		321000011696

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.8	96.0	96.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	97	88	92				
Grade 10	94	95	101				
Grade 11	81	90	92				
Grade 12	74	79	86				
Ungraded	0	0	0				
<b>Total</b>	<b>346</b>	<b>352</b>	<b>371</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	100.0	98.8	99.4

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	21.3	30.3	25.9

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	2	0

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	6	19	12
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	4
Number all others	2	2	9				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	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>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	25	25
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.2	76.0	76.0
				% more than 5 years teaching anywhere	50.0	64.0	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	100.0	100.0
American Indian or Alaska Native	0.6	0.6	1.3	% core classes taught by "highly qualified" teachers	96.9	96.9	96.2
Black or African American	18.8	14.8	12.7				
Hispanic or Latino	25.1	23.3	21.3				
Asian or Native Hawaiian/Other Pacific	13.9	13.4	16.2				
White	41.0	44.9	48.2				
<b>Male</b>	55.5	54.3	54.2				
<b>Female</b>	44.5	45.7	45.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

#### 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	v	
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	74.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	12.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	23.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.7						
<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>2.01</b>	District <b>10</b>	School Number <b>696</b>	School Name <b>HS American Studies</b>
Principal <b>Alessandro Weiss</b>		Assistant Principal <b>Martin Olivieri</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Rosanny Genao / Spanish</b>		Guidance Counselor <b>Michele Harris</b>	
Teacher/Subject Area <b>Rosanmi Morel / Spanish</b>		Parent <b>Terence Hanrahan</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Paula Fiore</b>	
Related Service Provider <b>N/A</b>		Other <b>type here</b>	
Network Leader <b>Gerard Beirne</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>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</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>372</b>	Total Number of ELLs	<b>0</b>	ELLs as Share of Total Student Population (%)	<b>0.00%</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.

- 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.)
- 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. Students are admitted to the High School of American Studies based on their scores on the Specialized High School Admissions Test (SHSAT). The school does not receive students via the over-the-counter admissions process. The school has not had any ELL students on register for the past five years. When a student is admitted from outside the NYC public school system, within ten days, the HLSI and an informal oral interview in English are administered by the assistant principal or the principal to all students who did not attend a DOE middle school (i.e. those who enter Grade 9 from a private or parochial school). On the basis of this survey, the LAB-R is administered as necessary, though it has not been necessary for the past five years. Since there are no ELL's, the school has not had to administer the NYSESLAT. Both administrators are licensed and speak a variety of languages other than English. The principal is a certified English teacher.

2. To date, no students, based on the oral interview and LAB-R, have required ESL services. Were a student to require services in the future, we would carefully explain the program options to his/her parents.

3. There are no ELL's on register. Were a student to qualify for services, the school would ensure that Entitlement Letters, the Parent Survey, and the Program Selection form are distributed and returned as per city and state regulations.

4. N/A - There are no ELL's on register. Were a student to qualify for services, the school would, in the parent's native language (or via phone translation, if necessary) explain to parents the various program options and the child's placement in bilingual or ESL instructional programs.

5. N/A - There are no ELL's on register. We have not had any ELL's for the past five years. Therefore, we have no Parent Surveys or Program Selection forms to review.

6. N/A - There are no ELL's on register. Were a student to qualify for services, we would strongly consider parental requests as a part of the placement and programming processes.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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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	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										0	0	0	0	0

Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---

### B. ELL Years of Service and Programs

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

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	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>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	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

## 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
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4

1. There are no ELLs on register. Were a student to qualify for services, we would most likely opt for a pull-out model. However, we have not had any ELL's for the past five years. In the process of determining the model to be used, we would strongly consider the student's instructional needs as well as his/her parent's desired approach. We would also likely use a heterogeneous approach, but again this would depend on student needs and parental desires.

2. There are no ELLs on register. However, were we to have an ELL student, we would deliver the number of instructional minutes required by city and state regulations.

3. There are no ELLs on register. However, were a student to qualify for services, we would evaluate his/her needs and parental input in order to design a program model most likely to result in the student's achievement. In content classes, the language of instruction would most likely be in English, with native language support.

4. There are no ELLs on register. Were a student to qualify for services, teachers would evaluate his/her instructional needs and deliver instruction via the differentiated method most likely to result in the student's achievement. We have never had a SIFE student or a long-term ELL on register. Were we to receive such a student, we would program him or her based on a careful analysis of instructional needs and parental desires. We would follow the same procedures for new arrivals. Our school does not have a self-contained special education program. Students with IEPs receive services via RSA or P3.

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

Beginning	Intermediate	Advanced
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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?

5. There are no ELL's on register, and we haven't had any for the past five years. Were we to have a student who qualified for services we would ensure that the student would receive interventional services via AIS tutorials, in either English or his/her native language, depending on instructional needs.
6. The student would receive transitional support via AIS and other tutorial services for the two years after attaining proficiency.
7. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past five years.
8. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past five years.
9. We do not have any ELLs on register. Were we to have a student who qualified for services, we would ensure equal access to ALL school programs, tutorials, and enrichment opportunities.
10. We are unable to answer this question specifically as we do not have any ELLs on register and haven't had any for the past five years. However, we would use a wide range of native-language and English language materials to support instruction. All classrooms are equipped with Smartboards and LCD technology, as well as freestanding computers and wireless lap-tops.
11. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past five years. We would, depending on student needs, most likely use an ESL model.
12. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past five years.
13. All newly enrolled students attend two orientation activities in the semester prior to admission, including an introduction to the school and our curriculum, as well as placement testing.
14. Our school offers Spanish, through the Advanced Placement level. Students may also take any of the following languages through our program at Lehman College: Greek; Japanese; Chinese; Italian; French; Latin; and Hebrew.

### 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)?

N/A

### 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. There are no ELL's on register; therefore the school does not have any ESL teachers on staff.
2. The school has an intensive orientation program for all newly admitted students. All faculty and staff participate.
3. In the past few years, staff professional development as focused on developing stronger writing skills among students, with a special

emphasis on grammar instruction and guiding students through the process of writing extended research papers. Faculty have also explored the school's theme of American Studies via an exploration of central and south American history and culture.

### 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. There are no ELLs on register. Parental involvement, via the PTA, is extremely strong and meetings are very well attended. The school also provides a series of workshops for parents throughout the year. Attendance is very high.
2. There are no ELLs on register. The school partners with Lehman College and the Gilder Lehrman Institute of American History.
3. There are no ELLs on register. Parental needs are determined via individual and group meetings.
4. Parents consult via the PTA and SLT, as well as informally.

## 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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

## 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.

There are no ELL's on register.

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		