



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: LEHMAN HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X405

PRINCIPAL: ROSE LOBIANCO EMAIL: RLOBIAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Rose LoBianco	*Principal or Designee	
Anne Looser	*UFT Chapter Leader or Designee	
Robert Powell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Melvin Hydeburg Patrick Singh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	

	CBO Representative, if applicable	
Louis Cirillo	Member/ UFT	
Rosemary Kugler	Member/ UFT	
Anne Looser	Member/UFT	
Marie Reichert	Member/PA	
Bedelia Garcia	Member/PA	
Ivonne C. Pena	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.

- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In order to increase the graduation rate from ___50_% to _52____% for the 2011-2012 school year, the school will focus on providing credit recovery that targets individual student needs as identified through previous high-stakes exams, current baseline, periodic, and daily formative assessments. Additionally, the professional development opportunities for the staff on providing targeted credit recovery will also include an embedded college preparedness component .

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal was the 2010-2011 Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- a. Full service Credit Accumulation Program which encompasses: PM school, Targeted Intervention Recovery, and Independent Studies.
- b. Teachers, school aides, guidance counselors and Assistant Principals
- c. Accreditation Committee has met throughout the 1st Marking Period to examine and explore Section 100.5 of the NY State Regulations.
- d. Timeline: Early to Mid October to January 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Utilize the resources of the CFN and Professional Development, Coursework , place licensed teachers in the coursework

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our plan is to partner with a CBO to be determined to offer socio-emotional support and academic intervention Services.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I School Wide

Fair Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In order to increase the Integrated Algebra Regents passing rate in Mathematics for our 11th grade Special Education students **for the 2011-2012 school year** as identified by our Regents/RCT Scholarship data, **from 15%_% to 18%**, our school will gather and analyze assessment data on student learning outcomes to identify trends, strengths, and area of needs so that school practices can be strategically adjusted to provide actionable feedback for instruction, assessment, and integrated support so that their will increase in students passing each marking period (for this priority area) and interim assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The need that generated this goal included our scholarship report for June 2010.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the

effectiveness of the strategies/activities,

d) timeline for implementation.

- a. Tutoring offered after school, on Saturday; computerized math classes offered throughout the day and after school.
- b. Teachers, School aides, Community Assistant, Assistant Principals
- c. Teachers will examine regents data and provide data item analysis to determine the skills/areas of deficiencies.
- d. Late to mid-October to January 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Utilize the resources of the CFN and offer Professional Development, Coursework , place licensed teachers in the coursework.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Supplemental Education Services

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I School-Wide

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In order improve the Learning Environment Survey results of teachers who agree that school leaders give them regular feedback about their teaching, from 72% to 75%, we will engaging in a frequent classroom observation system that is based on a research based rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The identified need that generated this goal included the 2010-2011 Progress Report.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

a.

- Provide ongoing Professional Development for the implementation and ongoing use of the Danielson Framework for improving teaching practice.
 - ✓ Establish and designate a Circular 6 weekly common planning period as “Teacher Effectiveness Professional Development” led collaboratively by teachers and administrators to explore common language of the rubric and best practices that underscore the components within the rubric.
 - ✓ Establish and designate an afterschool professional development planning session to supplement the weekly Circular 6 workshops.
- Create a schedule for school administration to implement frequent teacher observation and feedback.
- Receive support for Administration from the Talent Coach, CFN specialists and Brienza Coaches to train administration in the cyclical feedback system.

b. Assistant Principals, Teacher Directors, teachers

c. Collaborative Professional Development weekly sessions

d. September 2011 to June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The

Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Utilize the resources of the CFN and Professional Development, Coursework , place licensed teachers in the coursework

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Parent Coordinator and Parent Association will assist with survey dissemination, coordination, and collection of Feedback.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I School-Wide
Fair Student Funding
TL NYSTL (Software)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through workshops and assemblies

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	65	370	75	70	281	0	9	0
10	55	217	80	80	277	0	10	0
11	70	67	55	90	271	0	9	0
12	105	48	95	110	279	0	8	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group after school tutoring sessions are available Monday – Thursday as well as Saturday.
Mathematics	Small group after school tutoring sessions are available Monday – Thursday as well as Saturday. Level 2 incoming 9 th grade students receive a computer based math lab class.
Science	Small group after school tutoring sessions are available Monday – Thursday as well as Saturday. Lab make-up sessions are available to ensure students prepare and become eligible for Regents exam.
Social Studies	Small group after school tutoring sessions are available Monday – Thursday as well as Saturday.
At-risk Services provided by the Guidance Counselor	Guidance counselors reach out to parents via phone or mail. Guidance counselors also provide individual or small group academic performance reviews where

	students are made aware of their current academic standing. Outreach is also provided at the end of each marking period.
At-risk Services provided by the School Psychologist	Psychologists are available as needed.
At-risk Services provided by the Social Worker	Students are referred by guidance counselor or requested by parent. Students are seen on a regular basis as needed. In some cases intervention leads to IEP evaluations and/or outside referrals.
At-risk Health-related Services	The Montefiore clinic located in the basement is available to support students as the situation dictates.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student

proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Brienza Academic, and High Schools that Work. Additionally, we are receiving professional development support and coaching from the Office of Teacher Effectiveness.

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

New teachers with initial and conditional initial certificates are being mentored by a tenured teacher within the school. The mentoring program is conducted under the guidance and in collaboration with the Teacher Development specialist for the Children's First Network. Mentors meet with mentees twice per week and attend training at varying intervals throughout the year.

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.

We will inform parents by mail, phone, e-mail and parents association meetings. We will be using the parent notification letter that was provided by the state modified with school specific action plans.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Lawrence Pendergast	District 08	Borough Bronx	School Number 405
School Name Herbert H. Lehman High school			

B. Language Allocation Policy Team Composition [?](#)

Principal Mrs. Rose LoBianco	Assistant Principal Mr. Peter Carucci
Coach Ms. Brophy	Coach Ms. LoCicero
ESL Teacher Mr. Torres	Guidance Counselor Mrs. Carrasquillo
Teacher/Subject Area Mr. Dello Ioio/ESL	Parent Mr. Ayala
Teacher/Subject Area Ms. Figueroa/Spanish	Parent Coordinator Ms. Germania Vasquez
Related Service Provider Ms. Patrizia Castiglia	Other Mrs. Varinos/Spanish Teacher
Network Leader Lawrence Pendergast	Other Ms. Babuini/Italian Teacher

C. 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	7	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	13
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3753	Total Number of ELLs	362	ELLs as share of total student population (%)	9.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. At Herbert H. Lehman High School, all new admits to New York City Public Schools (Code 58 students) meet with admissions personnel (i.e. Denise Gray) who refer students and their parents/guardians to the ESL/LAB/BESIS Coordinator, Ms. Brophy. Ms. Brophy conducts the informal interview with the family and administers the Home Language Identification Survey (HLIS). For parents/guardians who speak languages other than English or Spanish (Ms. Brophy is dual certified in ESL and Spanish) or in situations in which a family member who speaks English did not accompany the family, Ms. Brophy contacts specific pedagogues in the building to communicate with the family in their native language. At Lehman, there are approximately 287 staff members, a majority of whom speak other languages fluently. Each year we generate a listing (for staff use) of pedagogues fluent in languages other than English, and we are, therefore, able to accommodate virtually every parent/guardian's needs in their native language (i.e. Ms. Walder is a native Chinese speaker who connects with our Chinese families, Ms. Camovic communicates in Albanian, Mr. Carucci, A.P., communicates with our Italian and French speaking families, etc.).

For those who responded to at least five questions with a language other than English, Ms. Brophy then administers the Language Assessment Battery – Revised (LAB-R) within the student's first ten days of attendance. Spanish speakers who score below proficiency level on the LAB-R are administered the Spanish LAB. Based on the scores on the LAB-R, the students are placed in the corresponding level of ESL (i.e. a student who scores at the Beginner level on the LAB-R is placed in L1P and L1R). When NYSESLAT scores are available in mid-late August, the ESL/LAB/BESIS Coordinator as well as counselors and other support staff (e.g., Assistant Principals) ascribe the proper ESL course(s) to the designated proficiency level on the NYSESLAT (i.e. a child that scores Intermediate is placed in L3P and L3R). Additionally, teachers use specific competency scores (i.e. Speaking, Listening, Reading, and Writing) to differentiate instruction in the classroom.

In order to ensure that the four components of the NYSESLAT are administered, a schedule is generated for each modality of the NYSESLAT. All ELLs appearing on the RLAT ATS report (or Code 58 new admits) are programmed for the appropriate ESL classes. During the testing administration, several periods are blocked off during the day in specific locations for students to take the NYSESLAT. The periods are blocked off based on the students' corresponding ESL classes and to set aside the appropriate amount of time needed for the exam. Teachers distribute schedules to the students to remind them of the time and place where they will be taking the exam. For students who are LTA (Long Term Absentees), further home contact is performed to ensure that they arrive on the days of the exam or to ensure the proper procedures are followed that are necessary for discharging that student.

2. After an ELL is administered the LAB-R (within first ten days of attendance) and it is determined that the student is eligible for ESL services, the ESL entitlement letter is sent (in the family's native language) and the parent/guardians are called, inviting them to the school for the Parent Orientation. Upon arriving at the school, Ms. Brophy shows the parents the Orientation video in their home language. In addition, the orientation sessions are personalized in the parent/guardian's home language (i.e. pedagogues provide translation when necessary). After viewing the video, parents have the opportunity to ask questions about the program choices before completing the Program Selection form in their native language. The Program Selection Form is then administered.

3. We ensure that the Program Selection Forms are completed at the conclusion of our individual Parent Orientation sessions at the parent or guardian's convenience. We find that parents are more apt to come to the school when the ESL/LAB/BESIS Coordinator offers flexible hours and dates for the meetings. As soon as they are administered, the Parent Survey and Program Selection Forms are placed in the child's Cumulative Folder in Lehman High School's record room. Additional copies are kept on record in Lehman High School's ESL office and ESL Compliance binder.

4. The placement of ELLs in the ESL instructional program is based solely on parental choice through the Parent Survey and Parent Program Selection forms. As Lehman High School currently only has a freestanding ESL program and parents have not selected alternate programs, students are placed in Lehman's ESL program. The communication with parents is conducted in their native languages; the DVD and Parent Survey and Program Selection forms are also in the parent/guardian's native language (i.e. Spanish, Bengali, Albanian, Arabic, Chinese, French, etc.). The entitlement letters are mailed to the parents in English as well as in the parent/guardian's native language (i.e. Spanish, Bengali, Albanian, Arabic, Chinese, French, etc.). A copy is kept in Lehman High School's ESL office as well as in the ESL Compliance binder.

5. According to the Parent Survey and Program Selection forms over the past three years, the overwhelming majority of parents requested the freestanding ESL instructional program. The Parent Program Selection forms reveal a steady trend. In 2008, 23 out of 24 parents chose the Freestanding ESL program, in 2009, 32 out of 33 chose the Freestanding ESL program, in 2010 20 out of 20 parents chose the Freestanding ESL program, and this year in 2011, 7 out of 7 thus far have chosen the Freestanding ESL program. Through parent support and approval, Lehman's Freestanding ESL Program has expanded and continued to thrive.

6. The program model at Lehman High School is aligned with the overwhelming preference parents have demonstrated for the Freestanding ESL program. In the past, parents also expressed their dissatisfaction with limitations of the previous ESL-only track in content areas and voiced their support for inclusion. With the restructuring of Lehman and the creation of six Small Learning Communities with equal opportunities for all, the school now reflects the alignment between parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Dual Language (50%:50%)														0
Freestanding ESL														
Self- Contained										10	8	7	6	31
Push-In														0
Total	0	10	8	7	6	31								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	362	Newcomers (ELLs receiving service 0-3 years)	130	Special Education	116
SIFE	91	ELLs receiving service 4-6 years	78	Long-Term (completed 6 years)	154

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
Dual Language										0
ESL	130	45	8	78	27	36	154	4	66	362
Total	130	45	8	78	27	36	154	4	66	362

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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										162	58	38	28	286
Chinese										2	2		1	5
Russian														0
Bengali										10	11	7	5	33
Urdu											1		2	3
Arabic										6	2		1	9
Haitian														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
French										2	3	1		6
Korean												1		1
Punjabi														0
Polish														0
Albanian										5		2	1	8
Other										8	2		1	11
TOTAL	0	195	79	49	39	362								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Lehman High School has a well-established Freestanding ESL program which is self-contained.
 - b. The program model consists of ungraded, homogenous classes by proficiency level (e.g. Beginner, Intermediate, Advanced, or Long Term).
2. Based on their level of English Language Proficiency according to the LAB-R and/or NYSESLAT results, students are placed in Beginning, Intermediate, Advanced, Transitional, and Transitional-Skills classes. At both the Beginning and Intermediate levels, students receive three periods of ESL instruction daily: a double period class with a focus on the structures and grammar of English and a single period class with a focus on building reading and writing skills. Students at the Advanced level have two ESL periods daily in order to successfully continue their second language acquisition, gain a deeper understanding of language mechanics, and hone their reading and writing skills. At the Transitional levels, the students benefit from the combination of a high-level ESL class plus a mainstream English class. Beginner students receive 675 minutes of ESL instruction weekly, Intermediate students receive 450 minutes, and Advanced students receive 225 minutes. Lehman's Long-Term ELLs receive 225 minutes of ESL instruction weekly as well as one 45 minute period

A. Programming and Scheduling Information

of ELA instruction a day, totaling 225 minutes of ELA instruction as well.

3. ELL students at Lehman High School attend all content-area classes with their mainstream peers in general education classes. Content-area teachers employ ESL instructional strategies, such as scaffolding, pre-teaching pertinent vocabulary, activating the students' prior knowledge, using graphic organizers, and student self-monitoring to make content more comprehensible to ELLs. All teachers differentiate instruction to meet the needs of ELLs in their content classes. Teachers receive in excess of the mandated 7.5 hours of ESL Professional Development workshops throughout the year.

4. ELLs at Lehman High School have the opportunity to take Regents Exams in their native languages. To ensure that they are appropriately evaluated, a pedagogue fluent in the native language grades the Regents exam. ELLs are also encouraged to make use of native language glossaries and bilingual dictionaries in their content-area classes and for those whose native language is not Spanish, to take the LOTE Exams. ELLs whose native language is Spanish have the opportunity to take Heritage Language Arts classes. We also offer AP Spanish Language and AP Spanish Literature classes for native speakers of Spanish. These Heritage Language Arts courses not only help Spanish-speaking ELLs to continue their cognitive development in their native language, but also to accelerate their acquisition of English.

5.

a. Among Lehman's 362 ELLs, 91 are current Students with Interrupted Formal Education (SIFE). Our focus for these students is to equip them with the skills necessary to bridge the gaps in their knowledge and accelerate their learning so that they can perform at grade level. We incorporate ESL strategies and/or Native Language support as we deliver differentiated instruction. Teachers conduct targeted ongoing assessment along with daily homework review and support. Leveled pairing and scaffolding enables students to learn from each other and aid each other in grasping academically challenging material. Students engage in deliberate, meaningful activities that allow them to listen, speak, read, and write. To meet the specific needs of our ELL SIFE students, we also offer intensive academic intervention services, both after school and on Saturdays. With this model, academic learning is accelerated through small classes and quality, focused instruction. Content-area teachers, ESL and Heritage Language Arts teachers meet weekly during common planning time to discuss academic as well as the social/emotional needs of each SIFE student and plan how to meet the individual needs of these students. All ESL teachers are QTEL trained or are in the process of completing QTEL training to make further use of ESL strategies for our SIFE students.

b. Of our 362 ELLs, 130 are newcomers, having been in the country for 0-3 years. For these students, we accelerate their learning by providing them ample instruction time. In their daily double-period class focusing on the structures and grammar of English, students enjoy the benefit of using technology in the classroom in the form of Rosetta Stone. In addition to using technology in the classroom, ESL teachers employ QTEL methodologies such as scaffolding, accessing prior knowledge, using graphic organizers, and paired reading. In addition to three daily periods of explicit English instruction, our ELLs also attend their content classes exclusively in English, which allows for faster acquisition of both types of linguistic skills – Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Teachers include collaborative learning and peer support, allowing for many opportunities to acquire BICS as well as CALP. Spanish-speaking newcomers also have the choice of taking Heritage Language Arts classes as well as Advanced Placement Spanish Language and Literature classes to ensure Native Language support, to validate their native language, and therefore empower them and boost their self-esteem, which can suffer from the stress and anxiety of a recent move. After school tutoring gives newcomers plenty of opportunities to clarify and reinforce material learned in class.

Those students who will be administered ELA tests within the first year will attend Lehman High School's after-school tutoring program and work specifically with Rosetta Stone and one-on-one with a teacher to gain proficiency skills.

c. Of our 362 ELLs, 78 have received service for between 4 and 6 years. Our focus for these students is use data to inform instruction so as to identify areas of need in a timely manner. Last year, we began using the Achieve 3000 online reading program in our L5P Advanced level classes in order to cater to the needs of each individual ELL with 4-6 years of service. The Achieve 3000 program focuses on reading and writing while adapting to the reading level of each ELL and advancing their reading skills. For these students, teachers tailor their materials, vary their methods, and continue providing support as they differentiate instruction and set clear goals.

d. One-hundred fifty-four of our ELLs at Lehman High School are long-term ELLs, having completed six or more years of service. We have well-established skills-based classes for these students which focus on the skills these students need to achieve on the NYSESLAT, to

A. Programming and Scheduling Information

promote literacy development, and improve writing skills. Teachers together with the students identify focus areas and set goals. By introducing learning strategies, encouraging students, and providing extra scaffolding for rigorous material, teachers help their students build stronger skills and meet New York State learning standards.

6. Teachers of ELL-SWDs employ differentiated instruction strategies as well as ESL strategies such as scaffolding, schema building, accessing prior knowledge, pre-teaching pertinent vocabulary, using graphic organizers, and self and peer monitoring. ESL teachers use the NorthStar book series, which focuses on grammar, reading, writing, listening, and speaking skills through content. By using the content-based approach to language learning, ELL-SWDs gain content knowledge while accelerating their English Language Development. Whereas some ELL-SWDs are programmed for our core ESL classes, this year we have created a specific course for Long-Term ELL-SWDs that features smaller class size and, as a result, provides more individualized attention. This year we will implement the Achieve 3000 reading program into these classes to further our ELL-SWDs' literacy skills. The program adapts current events articles for each reading level, allowing for differentiated instruction.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. The targeted academic intervention program at Lehman is an intensive after-school tutorial. The ELL subgroups targeted are newcomers and SIFE ELLs. In order to promote student progress, we have partnered with the Sports and Arts in Schools Foundation (SASF). The program meets four times a week from 3:00 pm to 5:00 pm for 22 weeks with a rigorous schedule of up to 75 hours

B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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. At Lehman we believe it is extremely important not only to train our ESL instructors, but all teachers, guidance counselors, and support staff (i.e. paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, etc.) in ESL methodologies and best practices. The scheduled series of school-wide professional development workshops reflect our efforts in this field and incorporate in excess of the mandated 7.5 hours of ELL training for all staff. Lehman High School delivers Professional Development provided by the network and our partnership with Brienza's Academic Advantage and AUSSIE every Thursday school wide to all teachers, counselors, and support staff who attend Professional Development in lieu of their Circular 6 assignments. The Professional Development sessions are delivered through the Small Learning Community Common Planning periods and after school. These sessions take place during seven sessions throughout the year (i.e. November 10, December 22, February 2, March 29, April 26, and May 31). In addition, on November 8 we offered three hours of Professional Development for ESL (Strategies for Supporting our ELLs). Furthermore, ESL, Spanish, and Italian teachers will attend a Professional Development workshop on the Achieve 3000 program on December 8 and we are currently scheduling another session for Rosetta Stone.

The topics for Lehman's ESL Professional Development workshops include:

- Identification of ELLs and Their Characteristics: Newcomers, Long-Term, SIFE
- Teaching Content to ELLs in the SLC Setting: Teaching Academic Language – Best Practices for Vocabulary Instruction
- Teaching Content to ELLs in the SLC setting: Activating Prior Knowledge and Other Scaffolding Techniques
- Testing Accommodations for Current and Former ELLs
- Using Resources Effectively: Bilingual Glossaries and Dictionaries in the Content-Area Classroom
- Cooperative Learning for ELLs – Zone of Proximal Development and Vygotsky's Theory

The content of these workshops is developed with and approved by our Assistant Principals and our LLSO ELL Support Specialist and Compliance and Performance Specialist. Attendance at these training sessions is mandatory and attendance is monitored. The sign-in sheets are kept in the ESL office and the ESL Compliance binder. Follow-up workshops are offered to assist faculty in realizing their full potential both in teaching ELLs and providing support services for them. The school administration of Lehman High School directs the professional development of their staff. They monitor the attendance of teachers and support staff.

In addition, our faculty and staff regularly attend city-wide professional development sessions sponsored by the Office of English Language Learners and the NYS Bronx BETAC. Lehman High School's Assistant Principals also attend the city-wide and network cluster workshops in order to take the lead in addressing current ELL-related issues.

2. School leadership has created Lehman High School's Professional Development plan for ELLs to encourage all staff to be sensitive to the needs of our transitioning ELLs (i.e. The silent period). Through our partnership with Brienza's Academic Advantage, we are identifying instructional strategies to help ELLs become more comfortable in their new setting. School leadership also meets with counseling staff about the programming needs of ELLs and the group counseling sessions that are provided to Lehman High School's ELLs.

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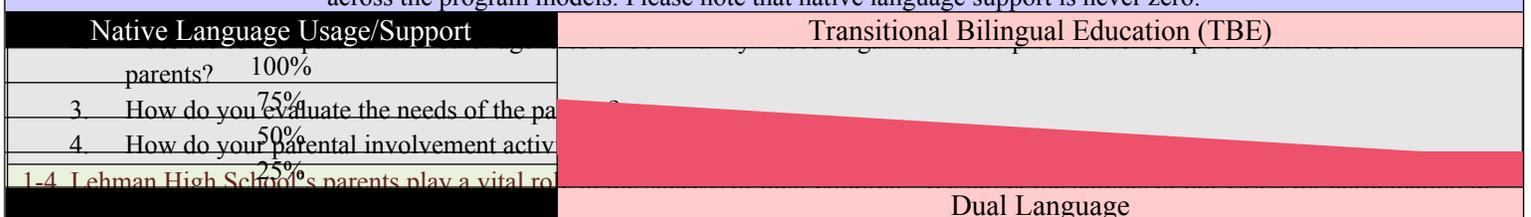
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Native Language Usage and Supports

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



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?

1-4. Lehman High School's parents play a vital role in the success of their children. We target the parents of our ELLs for participation in various activities: parent workshops/orientation events for the parents of new students and Career and College Nights to make parents aware of the opportunities available to their children. To learn more about the parents'/guardians' needs, at the beginning of the academic year, our parent coordinator Ms. Germania Vasquez circulates a questionnaire. Then, the school administration, together with the school Leadership Team, plans activities to meet these needs. Parents are strongly encouraged to attend Parent-Teacher Conferences, where they receive information about school programs, after-school and Saturday tutoring, and how to log in to ARIS Parent Link to keep track of their children's attendance and progress.

To reduce the dropout rate of ELLs, contact with the parents is made on a regular basis by teachers, guidance counselors, the parent coordinator, and support staff to inform them of their child's attendance and academic progress. This year as a result of the SIG Grant, we have five more family assistance workers to ensure more timely contact with parents and guardians.

The parents are also notified and invited to our Parent Orientation Nights, where they meet the administration, teachers, guidance counselors, the family coordinator, and get to know the school. They learn more about our ESL program and of the choices available to them regarding ELL programs throughout the city. At the new ELL Parent Information/Orientation Night, through personal contact with the school administrators, teachers, counselors, and other support staff as well as through materials in the parents' home language, the parents and guardians learn about the key role they play in choosing their children's language program.

Throughout the school year during Career and College nights, Parent-Teacher Conferences, Parent Orientation nights, and for home contact, Lehman High School has a tremendous resource of 287 staff members, many of whom speak languages other than English. Each year at Lehman High School, a full listing of our teaching and guidance staff speaking languages other than English is generated and distributed. As needed, staff members provide assistance in communicating with parents/guardians in their native languages.

B. Programming and Scheduling Information--Continued

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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.

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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. At Lehman we believe it is extremely important not only to train our ESL instructors, but all teachers, guidance counselors, and support staff (i.e. paraprofessionals, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators, etc.) in ESL methodologies and best practices. The scheduled series of school-wide professional development workshops reflect our efforts in this field and incorporate in excess of the mandated 7.5 hours of ELL training for all staff. Lehman High School delivers Professional Development

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The topics for Lehman's ESL Professional Development workshops include:

- Identification of ELLs and Their Characteristics: Newcomers, Long-Term, SIFE
- Teaching Content to ELLs in the SLC Setting: Teaching Academic Language – Best Practices for Vocabulary Instruction
- Teaching Content to ELLs in the SLC setting: Activating Prior Knowledge and Other Scaffolding Techniques
- Testing Accommodations for Current and Former ELLs
- Using Resources Effectively: Bilingual Glossaries and Dictionaries in the Content-Area Classroom
- Cooperative Learning for ELLs – Zone of Proximal Development and Vygotsky's Theory

The content of these workshops is developed with and approved by our Assistant Principals and our LLSO ELL Support Specialist and Compliance and Performance Specialist. Attendance at these training sessions is mandatory and attendance is monitored. The sign-in sheets are kept in the ESL office and the ESL Compliance binder. Follow-up workshops are offered to assist faculty in realizing their full potential both in teaching ELLs and providing support services for them. The school administration of Lehman High School directs the professional development of their staff. They monitor the attendance of teachers and support staff.

In addition, our faculty and staff regularly attend city-wide professional development sessions sponsored by the Office of English Language Learners and the NYS Bronx BETAC. Lehman High School's Assistant Principals also attend the city-wide and network cluster workshops in order to take the lead in addressing current ELL-related issues.

2. School leadership has created Lehman High School's Professional Development plan for ELLs to encourage all staff to be sensitive to the needs of our transitioning ELLs (i.e. The silent period). Through our partnership with Brienza's Academic Advantage, we are identifying instructional strategies to help ELLs become more comfortable in their new setting. School leadership also meets with counseling staff about the programming needs of ELLs and the group counseling sessions that are provided to Lehman High School's ELLs.

3. On November 8 we offered three hours of Professional Development for ESL (Strategies for Supporting our ELLs). Every Thursday school wide Professional Development is provided to all teachers, counselors, and support staff who attend Professional Development in lieu of their Circular 6 assignments. The Professional Development sessions are delivered through the Small Learning Community Common Planning periods and after school. These sessions take place during seven sessions throughout the year (i.e. November 10, December 22, February 2, March 29, April 26, and May 31). Attendance at these training sessions is mandatory and attendance is monitored. The sign-in sheets are kept in the ESL office and the ESL Compliance binder.

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?

1-4. Lehman High School's parents play a vital role in the success of their children. We target the parents of our ELLs for participation in various activities: parent workshops/orientation events for the parents of new students and Career and College Nights to make parents

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To reduce the dropout rate of ELLs, contact with the parents is made on a regular basis by teachers, guidance counselors, the parent coordinator, and support staff to inform them of their child's attendance and academic progress. This year as a result of the SIG Grant, we have five more family assistance workers to ensure more timely contact with parents and guardians.

The parents are also notified and invited to our Parent Orientation Nights, where they meet the administration, teachers, guidance counselors, the family coordinator, and get to know the school. They learn more about our ESL program and of the choices available to them regarding ELL programs throughout the city. At the new ELL Parent Information/Orientation Night, through personal contact with the school administrators, teachers, counselors, and other support staff as well as through materials in the parents' home language, the parents and guardians learn about the key role they play in choosing their children's language program.

Throughout the school year during Career and College nights, Parent-Teacher Conferences, Parent Orientation nights, and for home contact, Lehman High School has a tremendous resource of 287 staff members, many of whom speak languages other than English. Each year at Lehman High School, a full listing of our teaching and guidance staff speaking languages other than English is generated and distributed. As needed, staff members provide assistance in communicating with parents/guardians in their native languages.

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)										24	6	4	0	34
Intermediate(I)										62	29	16	20	127
Advanced (A)										51	25	25	16	117
Total	0	0	0	0	0	0	0	0	0	137	60	45	36	278

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										5	1	2	0
	I										15	15	5	8
	A										45	11	7	12
	P										69	33	26	16
READING/ WRITING	B										19	6	3	0
	I										63	29	15	20
	A										49	24	23	14
	P										3	1	0	2

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	23	0	3	0
Integrated Algebra	79	63	24	14
Geometry	9	6	6	3
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology	0	0	0	0
Chemistry	1	1	0	0
Earth Science	29	22	5	4
Living Environment	48	28	7	6
Physics	0	0	0	0
Global History and Geography	42	30	6	4
US History and Government	34	28	7	7
Foreign Language	27	0	26	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Non-applicable

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.

Part VI: LAP Assurances

School Name: <u>Herbert H. Lehman High School</u>		School DBN: <u>08X405</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Rose LoBianco, I.A.	Principal		
Mr. Peter Carucci	Assistant Principal		
Ms. Germania Vasquez	Parent Coordinator		
Mr. Torres	ESL Teacher		

School Name: Herbert H. Lehman High School

School DBN: 08X405

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Ayala	Parent		
Mr. Dello Ioio/ESL	Teacher/Subject Area		
Ms. Figueroa/Spanish	Teacher/Subject Area		
Ms. Brophy	Coach		
Ms. LoCicero	Coach		
Ms. Carrasquillo	Guidance Counselor		
Mr. Lawrence Pendergast	Network Leader		
Mrs. Varinos	Other <u>Teacher -Spanish</u>		
Ms. Babuini	Other <u>Teacher - Italian</u>		
Ms. Castiglia	Other <u>Family Worker</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08 X40 **School Name:** Herbert H. Lehman High School

Cluster: 94CL06 **Network:** CFN 603

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.

The data used to assess the school's written translation and oral interpretation needs is based upon the composition of Lehman High School's student body. Approximately 60% of Lehman High School's total population is Hispanic, a large portion of whom speak Spanish in the home. We use ATS reports to calculate the specific home languages spoken by our English Language Learners (who comprise 10% of our population), who speak 19 different home languages. The largest population of Lehman High School's register speaks Spanish. Other large numbers of our students speak Bengali, Arabic, Albanian, and French. At Lehman, there are approximately 287 staff members, a majority of whom speak other languages fluently. Each year we generate a listing (for staff use) of pedagogues fluent in Languages Other Than English (LOTE), and we are, therefore, able to accommodate virtually every parent/guardian's needs in their native language (i.e. An ESL teacher is a native Chinese speaker who connects with our Chinese families, a Social Studies teacher communicates in Albanian, an Assistant Principal communicates with our Italian and French speaking families, etc.).

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.

In order to increase parental involvement and engagement in school activities, it is incumbent that the school delivers various modes of communication. Therefore, the school has made a concerted effort to establish open communication via in house translation services provided by faculty and staff that speak a variety of languages. At Lehman, there are approximately 287 staff members, a majority of whom speak other languages fluently (i.e., Arabic, French, Chinese, Italian, Korean, Spanish, etc.). The LAB/BESIS/ESL Coordinator has dual certification in ESL and Spanish, and is able to communicate with the Spanish speaking parents/guardians. For those parents/guardians that have a family member that speaks English but did not accompany the family, the ESL Coordinator contacts specific pedagogues in the building to communicate with the family in the native language. Therefore, the school is able to accommodate virtually every parent/guardian's needs in their native language.

Written documents needing translation are done in-house for Spanish and other LOTE languages needed are obtained from NYCDOE Department of Translation Services. The Parent Coordinator composes a weekly newsletter with current information related to the school community and items related to outside community events and/or those of particular interest to the students and families. K-12 Alerts notifying the parents of attendance issues, up coming exams, etc. are also sent out in both English and Spanish.

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.

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1. College Letter Information for Parents and Students
2. Family Orientation Evening Event
3. Promotion in Doubt Letter
4. Initiation of new math program Math 1. Madness Lab
5. Translation of Weekly Newsletter – Lehman Lamp

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

The school maintains a current LOTE list of all faculty and staff that speak a language other than English. On occasion when translation is needed in Chinese, Arabic, French, or Spanish, an individual from the faculty or staff translates for the parent or guardian in which establishes a connection and develops a rapport with the family and the school community.

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 will continue to provide the following services in adherence to Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements:

- Translation of all documentations regarding the student's academic progress/achievement, school events, programs, etc. via written format (letters sent to the homes or via email) such as: College Letter Information for Parents and Students, Family Orientation Evening Event, Promotion in Doubt Letter, Initiation of new math program Math Madness Lab, and Translation of Weekly Newsletter – Lehman Lamp.
- Faculty and Staff will be made available for oral interpretation when parents/guardians arrive to the school needing translation services.
- K-12 alerts will be provided for in both English and Spanish.



Title III Immigrant Funds Supplemental Program for Immigrant Students

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to ELLs and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for **immigrant students from the Caribbean countries where English is spoken as a dialect**
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs
- developing new and/or enhancing Dual Language programs
- improving teaching and learning in core subject areas for immigrants
- implementing strong student supports to increase graduation rates for immigrants

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by November 30, 2011 via email to TitleIIIImmigrantPlans@schools.nyc.gov.

Part A: School Information	
Name of School: Herbert H. Lehman High School	DBN: 08X405
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Pendergast
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of immigrant students (including ELLs) to be served: 222

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

Describe the direct supplemental instruction program in the space provided below. Description should include:

- Rationale
- Subgroups and grade levels of students to be served
- Schedule and duration
- Language of instruction
- Number and types of certified teachers
- Types of materials

Begin description here:

Of Lehman High School's population of 3700, 667 are immigrant students (as identified by the ATS RPOB report). Of that number, approximately 44 students have either failed or been absent for the New York State Regents Exam in English Language Arts and 146 students have either failed or been absent for the New York State Regents Exam in Algebra. Many of Lehman's immigrant students are English Language Learners, and a majority of these students are Hispanic (80%). These students may appear in all grades (9-12), as some are under-credited or lacking certain promotion criteria.

In order to address the specific concerns noted in Lehman High School's Progress Report, Quality Review, and New York State Report Card, to increase the passing rate on both the ELA and Algebra NYS Regents Exams, to increase credit accumulation, and to promote graduation rate, the proposed Title III Immigrant Program will support Lehman High School's immigrant students in need of credit recovery (Targeted Intervention Recovery) and in-depth preparation to succeed on both the ELA and Algebra NYS Regents Exams. The knowledge and skills acquired during the after-school program will ensure successful academic performance during the year. Consequently, the academic growth of our immigrant students will allow them the opportunity to gain credits towards their needed total for graduation. Moreover, the skills and knowledge obtained will carry over into the regular school day, thereby enhancing each participant's success.

The proposed program will meet after-school for twenty weeks, Tuesdays through Thursdays offering the specific instruction necessary to excel on the ELA and/or Algebra NYS Regents, each session lasting 45 minutes. This will afford our immigrant students needing support for both Regents an opportunity to attend two sessions on a given day, one ELA and one Algebra (e.g., At the conclusion of a participant's regular school day, that student can attend both sessions back to back. Equally, as we have students on different schedules, students will attend.). The program participants will be serviced by two fully certified content-area Math and ELA teachers to make measurable gains on the ELA and Algebra Regents. As the professional developer will be working with the teachers to build on student engagement, assessment, and motivation, the materials sought for the program are two media projectors for instructional use in the after-school sessions, one for ELA and one for Algebra sessions. As Lehman High School's immigrant population communicates in over twenty different languages, the language of instruction will be English. Bilingual glossaries and translation services will also be provided.

Part C: Professional Development

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

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

We will partner with Brienza's Academic Advantage to provide Professional Development. The professional developer from Brienza's Academic Advantage will view each teacher's lesson four distinct times throughout the twenty week program, followed by a conference with the teacher to examine the strengths and challenges of the teacher's lesson through the lens of the specific school-wide professional focus. The Professional Development topics will reinforce the concurrent PD focus of Lehman High School on the whole, based on the monthly Professional Development Calendar for Teachers already established at Lehman High School for rolling out the new Teacher Effectiveness rubric (e.g., Danielson Framework for instruction, Higher Order Questioning Techniques, etc.). The two content-area teachers receiving training through Lehman High School's partnership with Brienza's Academic Advantage will be expected to turnkey this knowledge to Lehman High School's faculty.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeting parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Parents, guardians, and family members will be invited to support their child's academic progress at our Title III Immigrant Program Family Evening, where they will meet the teachers and administration, discuss the goals and benefits of participating in the Program, and address each child's progress, needs, and concerns. The evening will include literature for parents (e.g., the Channing Bete series in English and Spanish including: Helping Child with Homework, Parents as Partners, Bullying, Dealing with Peer Pressure, Enabling Your Child to Perform Better, and similar titles to be selected). Greater partnership with parents, guardians, and family members will make the ELL Enrichment Program more effective. Parents and family members will be invited to attend a culminating activity on the last day of the program, recognizing each student for his achievement.

Begin description here:

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 12,500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> Per session Per diem 	<u>8996.40</u>	<u>2 Tchr.s X 1.5 Hr.s/day X 3 Days/wk. X 20 Wks. X \$49.98 = \$8996.40</u>
Purchased services <ul style="list-style-type: none"> High-quality staff and curriculum development contracts 	<u>2000</u>	<u>Professional Development Support with Brienza's Academic Advantage: 8 Hrs. X \$250/hr = \$2000</u>
Supplies and materials (Must be clearly listed): <ul style="list-style-type: none"> Supplemental Additional curricular, instructional materials 	<u>1503.60</u>	<u>Purchase of booklets for parents at \$8.00/each = \$500.00</u> <u>2 Media Projectors for specific instructional use in the ELA and Algebra after-school sessions: 2 X 389.50/each = \$779.00</u> <u>Bilingual Dictionaries: \$224.60</u>
Educational software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$12,500</u>	<u>\$12,500.00</u>

NYC DEPARTMENT OF EDUCATION
OFFICE OF ENGLISH LANGUAGE LEARNERS
 52 CHAMBERS STREET, 209 • NEW YORK, NY 10007 • 212.374.6072