



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: LEHMAN HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x405

PRINCIPAL: MRS. ROSE LOBIANCO

EMAIL: RLOBIAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Mrs. Rose LoBianco	*Principal or Designee	
Mr. Jeffrey Greenberg	*UFT Chapter Leader or Designee	
Mr. Elvin Flores	*PA/PTA President or Designated Co-President	
Ms. Patrizia Davila-Menjivar	DC 37 Representative, if applicable	
Mr. Melvin Hydebury Mr. Jay Soni	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Elizabeth Rivera	Member/Parent	
Ms. Cindy Perez	Member/Parent	
Ms. Myrna Blanco	Member/Parent	
Ms. Marie Reichert	Member/Parent	
Ms. Rosemary Kugler	Member/UFT	
Mr. Lou Cirillo	Member/UFT/Chairperson	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

hour Coursework) will span

two days per week and include blended on-line coursework. TIR will encompass one day per week and include activities that targeted students'

areas of deficiency from the previously failed course.

- b. Key personnel include the Principal, Assistant Principals, Guidance Counselors, Teachers, School Aides.
- c. The targets which will evaluate progress will be each of three marking periods for the 54 hour class and daytime classes and two cycles for the TIR.
- d. Timeline for implementation: October 20th 2012 to January 20th, 2013 and from February 2013 to June 2013.
 - September 2012/February2013 = analysis of school-wide data, generation of student course requests and determination of PM, TIR, and Saturday classes for full implementation during time frames identified above.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will partner with School Foods to offer Nutritional Snacks and hot food for our students after hours.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. **NYSED/NYCDOE Joint Intervention Team Report May 25, 26, 2010, page 5.**
-

A clear vision and mission that supports high achievement and a high school positive experience for all students should be created with all stakeholders.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Teacher teams in English, Math, Science and Social Studies will develop two Common Core Learning Standards (CCLS) in curricular units that develop the skill of argument writing by May 2013.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- a. Programmatic decisions to include inter and intra academy common planning time so that teachers can collaborate by subject, by grade and by Integrated co-teaching teams within and across Academies to align curricular work school-wide to the Common Core Learning Standards. Circular 6 common planning is also built into the weekly teacher schedule so that ongoing Professional Development for 150 teachers X 4 times per month will be provided 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 for 30 teachers X 2 times per month to supplement the weekly Circular 6 workshops.
- ✓ Design weekly Inquiry Team Meetings to target specific groups of students and develop instructional change strategies.
- b. Lead Teachers and Instructional Leads have been hired to facilitate the Common Core Learning Standards with teachers across the subjects. Teachers will implement writing units and, during teacher team meetings throughout the year, teachers will use protocols within Inquiry teams to assess the effectiveness of the writing unit.
 - Brienza* will train and provide ongoing support and feedback for English Language Learners (ELL) teachers and students in best practices and strategies to address the CCLS and provide targeted work with ELL students in the schools lowest third.
 - Aussies* will provide professional development and ongoing support for assistant principals, lead teachers and content area teachers to design, implement and review Common Core Learning Standards units, tasks, and rubrics.
 - The New York City Writing Project* will provide professional development and ongoing support for assistant principals, lead teachers and content area teachers in literacy strategies to improve student performance and progress and design, implement and review CCLS units, performance tasks, and rubrics.
- c. All English, Math, Science, and Social Studies teachers will implement two of these writing units to their students by April 2013. Instructional resources from the Common Core Library will serve as design models. First unit will be completed by January 8th, 2013 and then second unit by May 1st, 2013.
- d. Timeline for implementation: One embedded task by January 2013 and the second by May 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will partner with outside consultants:

- ✓ *Brienza* will work with 7 teachers one (1) time per week from November 2012 to May 2013.
- ✓ *Aussies* will work with 170 teachers 1 timer per month from November 2012 to May 2013.
- ✓ *Aussies* will work with 30 teachers 2 times per month on Mondays and Friday from November 2012 to May 2013.
- ✓ *The New York City Writing Project* will work with 15 teachers X 1 day per week on Mondays from November 2012 to May 2013.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. **NYSED/NYCDOE Joint Intervention Team Report May 25, 26, 2010, pages 5 and 6.**
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Observation reports and notes by the Principal and APs from informal walkthroughs, etc. should include specific feedback that is related to: school goals, data use, differentiation and instructional approaches taught through internal and external PD.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Principals and Academy Directors will visit each teacher's classroom at least 3 times per term by January 2013 and 6 times over the course of the 2012-13 year, completed by May 15th, 2013. Teachers will be provided with feedback in the following ways: two (2) formative (not for file) and 6 written (for file) aligned to 3 school-selected research based competencies of Charlotte Danielson 1E, 3B and 3C, resulting in improvement in teacher practice.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

a. School administration will provide classroom visits to provide meaningful feedback to best practices and strategies promoted in the school's professional development. Teacher-to-teacher inter-visitations and formative classroom observations will be facilitated by school leaders, followed by norming through developmental conversations.

b. Key personnel include Academy Directors/APs and lead teachers/instructional leads.

c. Professional development for 180 teachers X 4 times per month will be embedded into teachers schedules each week to help

teachers deeply understand 3 school-selected competencies (1E, 3B, 3C) and additional professional development sessions will occur throughout the school year on Chancellor's conference days and during regularly scheduled teacher team. Teacher feedback through surveys and feedback forms will be collected and evaluated after each session. Observation schedule as tracked by school leaders aligned to the measurable objective above. 2-3 examples of formative observation feedback, including next steps, provided in January and April 2013 that demonstrate teachers' development in areas in which feedback was provided and that the feedback had a positive impact on teachers' classroom practice.

-*Brienza* will train and provide ongoing support and feedback for English Language Learner (ELL) teachers and students in best practices and strategies to improve teacher effectiveness and provide targeted work with ELL students in the schools lowest third.

-*Aussies* will provide professional development and ongoing support for the assistant principals, lead teachers and content area teachers in best practices and strategies to support teacher effectiveness and growth in terms of the school's Framework for teacher effectiveness.

-*The New York City Writing Project* will provide professional development and ongoing support for the assistant principals, lead teachers and content area teachers in literacy strategies to improve teacher effectiveness and student performance and progress.

d. Timeline for implementation: Three written and one formative (verbal) by January 2013 and three written and one formative (verbal) May 2013.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will partner with outside consultants:

- ✓ Brienza will work with 7 teachers one (1) time per week from November 2012 to May 2013.
- ✓ Aussies will work with 170 teachers 1 timer per month from November 2012 to May 2013.
- ✓ Aussies will work with 30 teachers 2 times per month on Mondays and Friday from November 2012 to May 2013.
- ✓ The New York City Writing Project will work with 15 teachers X 1 day per week on Mondays from November 2012 to May 2013.

practices, and life space crisis

intervention mechanisms, along with partnership with Partnership for Children for individual and group counseling supports for targeted at-risk students.

- b. Office of Climate and Culture teacher deans, Academy Deans, Academy Directors, AP Safety and Principal. *Partnership with Children (PWC)* will provide individual and group counseling, peer mediation, socio-emotional support services, academic intervention service and support and parental workshops to support the parent role in their in their child's socio-emotional development. *The Office of School and Youth Development* will provide staff training in Peer Mediation, Conflict Resolution and Life Space Crisis Intervention. *The Morningside Center for Teaching Social Responsibility* will provide staff training in Restorative Circles and *Princeton Center for Learning* for staff training in Peer Mentoring and Leadership.
- c. Decrease in number of school suspensions by 3% based on classroom and hallway incidents as reported in OORS data as of June 30, 2012. The Learning Environment Survey category results of Safety and Respect, where students feel safe in classes, will increase from 55% in 2011 to 2012 to 57% in 2012 – 2013.
- d. Timeline for implementation: Immediate and ongoing through June 2013 which is underscored by the redesign of our school into Academies which include full-time, designate staff to personalize and individualize support to our students.
 - September 2012: Creation of the Office of Climate and Culture in lieu of Deans' Office.
 - October 2012: Modification of current policies in terms of Progressive Discipline and Behavioral Interventions.
 - November 2012: Evolution of Detention Policies and Procedures into Behavioral and Support Intervention Program – includes a social emotional and Guidance component.
 - December 2012: Creation of Probation program within Academies and through the Office of Climate and Culture.
 - September 2012 to June 2013: Staff training in Conflict Resolution, Peer Mediation, Life Space Crisis Intervention and Restorative Circles
 - September 2012 to June 2013: Initiation, Implementation and Continuation of our Peer Group Connection Program (Peer Mentorship with 9th grade and student leaders) and Partnership with Children (At-risk student counseling and group sessions and Peer Mediation with student leaders).

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We are partnering with:

- ✓ *Partnership with Children (PWC)* to offer individual and group counseling and Peer Mediation for our students. They will provide individual and group counseling session for students each day from September 2012 to June 2013. Group 1 day per week for entire school year. 2 day intensives. Mediations throughout the year. 4 classes per day of push-ins for the entire year.
 - Peer mediation small group. Training students in conflict resolution and how to conduct mediations. Students learn to become positive role models in their school and community
 - Large group classroom push-ins. Topics developing self- awareness, understanding connection of feelings to behaviors. Developing positive conflict resolution skills.
- ✓ *The Office of School and Youth* for staff training in Peer Mediation, Conflict Resolution and Life Space Crisis Intervention.
- ✓ *The Morningside Center for Teaching Social Responsibility* for staff training in Restorative Circles. They will provide 6 full days of service for this year.
- ✓ *The Princeton Center for Learning (PCLT)* for staff training in Peer Mentoring as PCLT provides intensive year-long on and off-site training and planning, technical assistance and curricula resources to build the capacity participating school(s) to implement a peer mentoring program designed to improve attendance. High school juniors and seniors will mentor incoming freshmen.....school community will be engaged in building cross-aged mentoring relationships from September 2012 to June 2013.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. **2011-2012 Learning Environment Survey, page 5.**

The 2011-2012 Learning Environment Survey reveals that 53% of parents are satisfied with how their child's school communicates with them.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

The Learning Environment Survey category results, Communication, will increase from 53% (2011 – 2012) to 55% (2012 to 2013) as families engage in an open exchange of information with our school regarding student progress, school wide goals and support activities.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

- Describe the research-based 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. Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.
 - Design new parent coordinator office on the first floor near the main entrance and principal's office to ensure that parents have a welcoming area, can utilize computers if needed, can access data regarding their child's academic

progress.

- Conduct monthly parent workshops with topics that may include: SKEDULA, 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;
- Work with teachers and parents to coordinate communication via k-12 phone system and Pupil Path online resource.

- b. The staff and other resources include parent coordinator, parent volunteers, Parent Association executive board, School Leadership team, student focus group.
- c. Teachers will be working closely with administration and the parent association to utilize Pupil Path (Skedula), an on-line communication resource so that families can access their child's academic and attendance progress day-by-day and have on-going communication with teachers and staff.
- d. Timeline for implementation: immediate and ongoing through June 2013 Immediate and ongoing which is underscored by the redesign of our school into Academies which include full-time, designate staff to personalize and individualize support to our students and the hiring of a parent coordinator.
 - September 2012 - October 2012: Creation of a new Parent Association Executive Board
 - September 2012 - October 2012: Redesign facility to secure a Parent Coordinator/Parent Association Office and establishment of new policies welcoming parents into the school.
 - September 2012 - June 2013: Workshop sessions for parents in varied academics, attendance and behavioral programs.
 - September 2012 - June 2013: Teacher communication through SKEDULA/PUPILPATH – online communication tool

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We are partnering with *Partnership with Children* to offer socio-emotional support, academic intervention services and parental workshops.

- ✓ *Partnership with Children* (PWC) to offer individual and group counseling and Peer Mediation for our students. They will provide individual and group counseling session for students each day from September 2012 to June 2013. Group 1 day per week for entire school year. 2 day intensives. Mediations throughout the year. 4 classes per day of push-ins for the entire year.
 - Peer mediation small group. Training students in conflict resolution and how to conduct mediations. Students learn to become positive role models in their school and community
 - Large group classroom push-ins. Topics developing self-awareness, understanding connection of feelings to behaviors. Developing positive conflict resolution skills.
 - Family engagement after school/weekend events.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Blended On-line Coursework (Novanet, I-learn) Teacher generated projects Achieve 3000 Naviance	One-to-One, small group, tutoring, clubs	Every day during Circular 6, after school and on Saturday
Mathematics	Blended On-line Coursework (Novanet, I-learn) Teacher generated projects Achieve 3000	One-to-One, small group, tutoring, clubs	Every day during Circular 6, after school and on Saturday
Science	Blended On-line Coursework (Novanet, I-learn) Teacher generated projects Achieve 3000	One-to-One, small group, tutoring, clubs	Every day during Circular 6, after school and on Saturday

	Naviance		
Social Studies	<p>Blended On-line Coursework (Novanet, I-learn)</p> <p>Teacher generated projects</p> <p>Achieve 3000</p>	One-to-One, small group, tutoring, clubs	Every day during Circular 6, after school and on Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Lehman HS Intervention Team – guidance counselors and social workers and psychologists</p> <p>Office of School and Youth Development</p> <p>Morningside Center for Teaching Social Responsibility</p> <p>Princeton Center for Learning</p> <p>Partnership With Children</p>	<p>One-to-one and Small group utilizing the following strategies:</p> <ul style="list-style-type: none"> ○ Life Space Crisis Intervention ○ Peer Mediation ○ Conflict Resolution ○ Restorative Circles ○ Peer Mentoring 	Every Day during the day, after school and on Saturday

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Utilize the resources of the CFN
- Professional Development,
- Coursework ,
- Place licensed teachers in the coursework

LEHMAN HIGH SCHOOL PARENT INVOLVEMENT POLICY (PIP)

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;

LEHMAN HIGH 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 will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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.

7. We use ATS and ARIS databases to research each ELL-SWD's biographical information, exam history, and IEP if applicable. We work closely with the Lehman Special Education Department to create the least restrictive and most learning-conducive environment for every child. Individualized Educational Plans (IEPs) are reviewed and updated annually. If an ELL-SWD's IEP prescribes certain accommodations, the teachers are alerted and these accommodations are strictly observed. Depending on the students' designation on their IEPs, they have the option of being placed either in a core ESL class based on English proficiency or an ESL class for transitioning Special Education students (i.e. students who were previously X-coded). Several sections of each ESL course are offered to accommodate our students' schedules.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

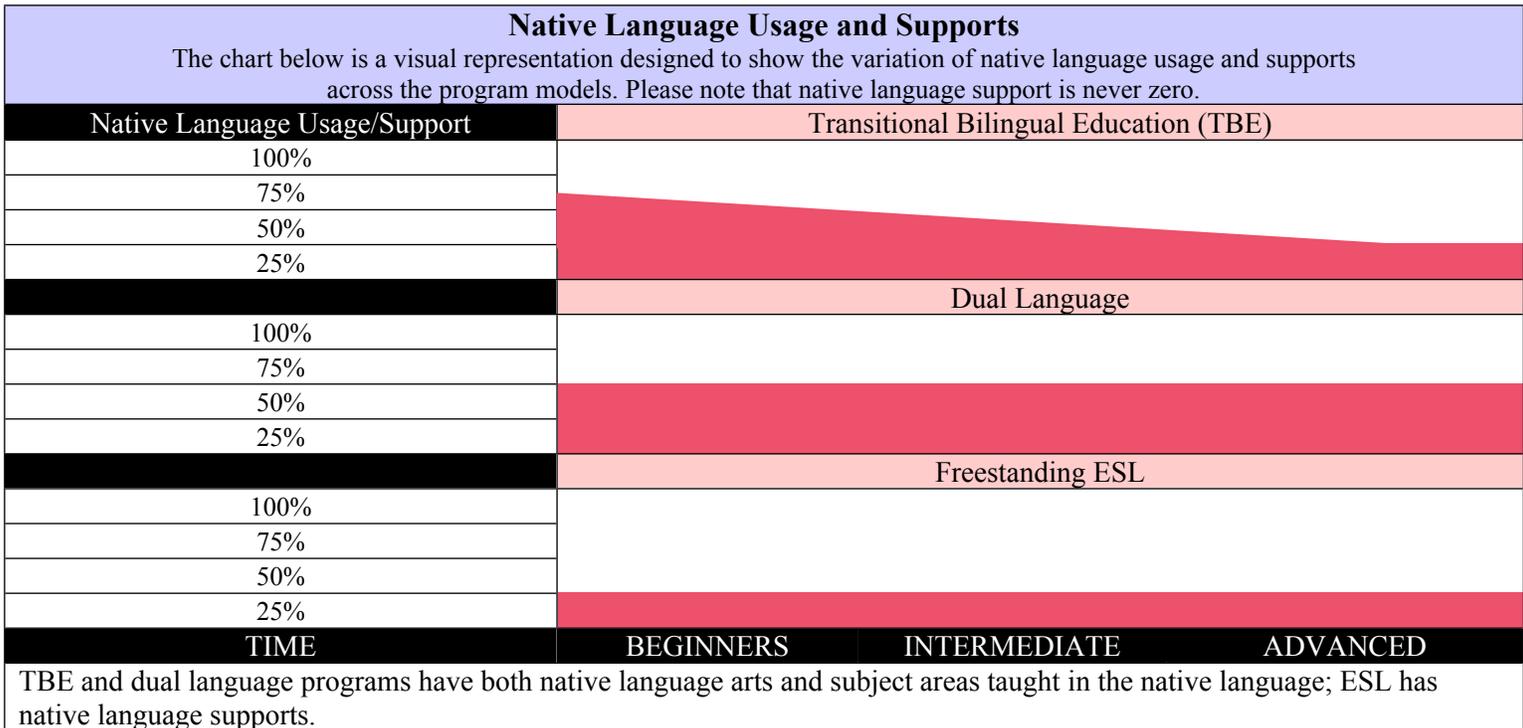
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

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 instructional hours per student. Tutoring is also offered on Saturdays from 9:00 am to 12:00 pm. We have implemented the Rosetta Stone program into our after-school tutoring for newcomers in order to accelerate learning in all four modalities: listening, speaking, reading, and writing. The program also allows students to take responsibility for their own learning. They are able to track their acquisition of different grammar points and topics, developing their metacognitive awareness. For SIFE ELLs, the purpose of our intensive after-school program is to bridge the gaps in their understanding. They receive academic support in a variety of content areas (e.g. Science and Social Studies) while building their English language skills. In order to maximize the effectiveness of the after-school program, we have a student/teacher ratio of ten to one or fewer than ten to one when possible. This allows the teachers to work more closely with each ELL and tailor instruction according to each student's needs and foster academic skills and content-area knowledge necessary to pass the State Regents Examinations.

9. ELLs who have demonstrated proficiency on the New York State English as a Second Language Assessment Test (NYSESLAT) are no longer entitled to receive ESL services and thus, are removed from the ESL program and placed in mainstream classes. We are fully aware of how difficult this transition can be, and we do everything possible to ensure that our students continue to feel supported at our school. First, we send out letters in English and in our students' home languages to notify them and their parents of their success of achieving English language proficiency. We continue to monitor and track students' academic performance and attendance. Guidance counselors work closely with students to appropriately place them in Freshman/Sophomore/Junior/Senior or Regents preparation English classes and mainstream content-area classes depending on each student's particular needs. On a regular basis during common planning periods, the ESL teachers touch base with the English and mainstream content-area teachers concerning the progress of the students who have tested out of ESL. The students are encouraged to attend after-school tutoring, where they can receive extra help and guidance from their former ESL teachers so as not to cut ties and continue the strong bond that they have developed. We provide the testing accommodations on the New York State Regents Examinations in their entirety to these former ELLs for two years after they reach proficiency on the NYSESLAT. All this allows us to monitor each student throughout their first two years without ESL services and provide guidance as well as academic and psychological support.

10. As a result of the Summer School ELL Enrichment Grant, teachers have received seven iPads to be used in the classroom to further make use of technology to engage students. Additionally, as part of the SIG Grant implementation, several agencies (i.e. AUSSIE, Brienza's Academic Advantage, et al.) will be assisting our Assistant Principals and teachers in Professional Development in order to further improve instruction and school wide effectiveness. ESL teachers have already begun using Rosetta Stone in the Beginner and Intermediate classes and Achieve 3000 in the Advanced and ESL services class for transitioning Special Education students. Rosetta Stone allows for students to become accountable for their own learning as they work towards proficiency in all four modalities: listening, speaking, reading, and writing. Achieve 3000 adapts to each student's reading level as it focuses on reading and writing development. Both programs are computer based, and therefore incorporate technology into the classroom.

11. In the past, Lehman High School's X-Coded ELLs were not receiving ESL services. This year all formerly X-Coded students are being

serviced in ESL classes. The practice of excluding X-Coded ELLs has been discontinued.

12. As we begin our third year in the Small Learning Community model, all ELLs are afforded equal access to all school programs and course offerings at Lehman. After school services include an intensive tutorial held on a daily basis and on Saturdays by ESL/Foreign Language and content area certified teachers. At tutoring, ELLs have the advantage of small-group instruction and one-on-one attention in the least restrictive environment using relevant materials and technology. ELLs are also encouraged to participate in Lehman's student government activities and sports teams such as baseball, soccer, and lacrosse, as well as student clubs (e.g. drama, dance, band, robotics, health sciences, and multicultural clubs).

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All instructional materials are standards-based, updated, and approved by ESL teachers. Textbooks cover current and engaging content relevant to students' lives; grammar structures are presented in a communicative context; activities are student-centered; reading and listening materials are high-interest; vocabulary-building exercises contribute to greater language development; discussion questions are thought-provoking; and writing assignments engage students in expository, narrative, and persuasive writing responses.

Materials used at the Beginning level of ESL instruction:

English in Action, books 1-2

Focus on Grammar, Basic – Pearson Longman, Second edition

Very Easy True Stories – Pearson Longman, Second Edition

New Interchange - Cambridge University Press

High Point Basic – Hampton-Brown Publishing Co.

In Contact 1-2 – Scott Foresman English, Second Edition

The Wizard of Oz – Oxford Bookworms Library, Oxford University Press

The Jungle Book - Oxford Bookworms Library, Oxford University Press

One-Way Ticket - Oxford Bookworms Library, Oxford University Press

Rosetta Stone – Rosetta Stone Ltd.

Materials used at the Intermediate level of ESL instruction:

NorthStar Basic/Low Intermediate – Pearson-Longman, Second Edition

Grammar in Context, 2 – Thomson and Heinle, Fourth Edition

English in Action, Books 3-4

Frankenstein – Oxford Bookworms Library, Oxford University Press

Dr. Jekyll and Mr. Hyde – Oxford Bookworms Library, Oxford University Press

Great American Short Stories, 1 – C.G. Draper, Pearson-Longman

Tales of Mystery and Imagination – Oxford Bookworms Library, Oxford University Press

Rosetta Stone – Rosetta Stone Ltd.

Materials used at the Advanced level of instruction:

NorthStar High Intermediate/Advanced – Pearson-Longman, Second Edition

Grammar in Context, 3 – Thomson and Heinle, Fourth Edition

Focus on Grammar, Advanced

In Charge, 1-2 – Scott Foresman English, Second Edition

Great American Short Stories, 2 - C.G. Draper, Pearson-Longman

The House on Mango Street – Random House

English, Yes!, Advanced – NTC/Contemporary Publishing Company

Achieve 3000 – Achieve 3000 Inc.

In addition to the above-mentioned texts and programs, ESL teachers use realia in the form of newspaper articles, magazines, advertisements, film, music, and educational television programs, which they adapt for instruction and effective skills building. At all levels of English proficiency, teachers incorporate literature, both abridged and unabridged classics. At the Transitional level, the focus is on original texts from a variety of genres. Recently, we received a collection of high-interest books in English and Spanish for our

classroom ESL libraries and expect to receive more in Bangla.

14. ELLs at Lehman High School speak 19 different native languages, with Spanish, Bengali, Albanian, and Arabic being the top four. We realize what a powerful resource a native language is in the instruction of adolescent ELLs. Validating the students' native languages helps keep their cultural identities intact, boosts their self esteem, and in general, empowers them. Our teachers, whenever applicable, access students' prior knowledge and tap into common roots and structures between students' native languages and English. This enables us as educators to use comparative linguistics and build students' metacognitive awareness. Such native language support is deliberately incorporated into daily lessons, elevating teaching to higher cognitive academic levels.

ELLs who are native Spanish speakers have the opportunity to take Heritage Language Arts classes. For example, Lehman offers a one-year Spanish course to help prepare ELLs who are native speakers of Spanish to take and pass the Comprehensive Spanish Regents Examination, a one-year course in Advanced Placement Spanish Language, and a one-year course in Advanced Placement Spanish literature. As data has demonstrated, these Heritage Language Arts classes help Spanish speaking ELLs to continue their cognitive development not only in their native language, but also in the acquisition of English.

We also encourage ELLs to take the Languages Other Than English (LOTE) Exams in Albanian, Arabic, Bengali, Urdu, Chinese, and Vietnamese to earn the foreign language credit necessary for graduation and the Advanced Regents Diploma.

The ESL Coordinator carefully examines the Home Language Identification Surveys to determine home languages of our ELLs. Then, with the help of the available DOE and local resources, all the parent information/notification letters are sent to the parents in their home languages. This way, we feel we can better support our ELLs, greatly improve our communication with the parents of ELLs, keep them informed, and get them involved.

15. Lehman's ELLs are a heterogeneous group (ages 13-19, grades 9-12). While providing required services, we make sure that such services and resources are high-school level, and age and grade appropriate.

16. Herbert H. Lehman High School regularly participates in the annual High School Fair so that future new ELLs, along with other students, can learn about Lehman's programs, traditions, and extracurricular activities. In the spring, well before the beginning of the school year, guidance counselors typically visit "feeder schools" and engage in articulation. They meet new ELLs, among other potential freshmen, assess their programming needs and inform them about their new high school; thus, preparing them for the transition. In addition, our new ELLs, together with other freshmen, are invited to participate in the Orientation activities held just before the beginning of the academic year.

17. The language electives that are offered at Lehman are: Spanish Year I [Spanish 1 (FS1P) & Spanish 2 (FS2P)]; Spanish Year II [Spanish 3 (FS3P) & Spanish 4 (FS4P)]; Spanish Year III [Spanish 5 (FS5P) & Spanish 6 (FS6P)]; Spanish Year III Heritage Language Arts Program [Spanish 5 (FS56) & Spanish 6 (FS66)]; Advanced Placement Spanish Language [Spanish 7 (FS7X) & Spanish 8 (FS7X)]; Advanced Placement Spanish Literature [Spanish 9 (FS9X) & Spanish 10 (FS9X)]; Italian Year I [Italian 1 (FT1P) & Italian 2 (FT2P)]; Italian Year II [Italian 3 (FT3P) & Italian 4 (FT4P)]; Italian Year III [Italian 5 (FT5P) & Italian 6 (FT6P)]; College-Level Italian [Italian 7 (FT7P) & Italian 8 (FT8P)].

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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.

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 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.

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
LISTENING /SPEAKIN	B										5	1	2	0

NYSESLAT Modality Analysis

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

6. Describe how you evaluate the success of your programs for ELLs.

1. Non-applicable

2. Data patterns show an increase in the number of students achieving a Proficient score on the NYSESLAT. In 2010, 51 ELLs tested Proficient on the NYSESLAT, while last year in 2011 80 students achieved a Proficient score. The data reveals a marked increase in the number of students who tested out on the NYSESLAT. According to the data, students are progressing from the Beginner level towards the Intermediate and Advanced levels. The majority of the students tested in spring of 2011 tested at the Intermediate and Advanced levels, with 127 achieving an Intermediate score and 117 achieving an Advanced score. Our current ninth grade students represent the majority of the population of ELLs. At the same time, however, last year's ninth grade students showed the highest achievement on the NYSESLAT. Based on the trend in progress we have seen in the past few years with more students testing out and Intermediate and Advanced levels being more prominent, we anticipate even greater progress on the NYSESLAT this year.

While the ninth grade population shows the highest achievement on the NYSESLAT, ninth graders also demonstrate the highest number of Beginner scores, with 24 students testing at the Beginner level compared to 6 tenth grade students, only 4 eleventh grade students, and no twelfth grade students. We intend to accelerate their progress by implementing the Rosetta Stone program in the Beginner level classes. For the Intermediate and Advanced students, who represent the greatest number of students at all grade levels, we have begun using the Achieve 3000 program.

3. Far more students tested at the Proficient and Advanced level in Listening and Speaking modalities compared to Reading and Writing. While 219 students tested at the Proficient and Advanced levels in Listening and Speaking, 116 tested at the Proficient and Advanced levels in Reading and Writing. We will use this data to inform our teaching practices and further develop our strategies for teaching our ELLs reading and writing skills. We will further make use of reading strategies (i.e. predicting, summarizing, identifying main idea, etc.) and incorporate more writing activities into ESL and content-area classes. We will also continue planning and providing explicit instruction of the academic language that ELLs need for reading and writing not only in ESL classes, but also in our content-area classes. We will continue to make use of strategies such as scaffolding, modeling, peer evaluation and self-monitoring. In addition, we have implemented the Achieve 3000 program, which focuses on reading and writing development. The Achieve 3000 program adapts to each student's reading level and provides support while teaching reading strategies. It also allows for students to realize their strengths and weaknesses in reading so they can take charge of their own learning and develop metacognitive awareness. Our ESL team (ESL instructors, Assistant Principal, other Inquiry Team members, etc.) meets to regularly revisit our Curriculum Maps/Pacing Calendars to include instructional modifications based upon NYSESLAT results and embed the Common Core Learning Standards.

4.

a. Based on cohort accountability, 3 out of 23 ELLs who took the Comprehensive English Regents passed the exam. This is a passing rate of 13%. However, of those who took the exam, 16 scored 50 or above. The percentage of students scoring 50 or above is 70%, which is nearly three-quarters of students taking the exam. Although three passed the exam, the number of students approaching a passing score is promising. As the Regents exam format was changed last year in January, our ESL and ELA teachers have begun adjusting their strategies and techniques accordingly. In order to give our ELLs extra help on the ELA Regents, we have a Regents Preparation course which is taken in conjunction with an ESL Transitional class. In the Regents Preparation class, students are given explicit instruction on each

section of the Regents exam. They frequently take practice exams which their teachers grade using Regents rubrics. Therefore, students become familiar with each section and how they will be graded so that they can track their progress and improve their reading and writing skills. Teachers also make use of graphic organizers, scaffolding, modeling, and self and peer editing in addition to other ESL teaching strategies. Teachers use reading passages from past Regents exams to better prepare students for what they may encounter on the exam. There is also a strong focus on literary elements and figurative language starting in the lower level ESL reading classes to develop a strong foundation in higher level concepts. Our ELLs who have not passed will have three opportunities this year to reach a passing score and will be programmed accordingly.

On the Integrated Algebra Regents Exam, of 79 students who took the exam, 24 passed. The passing rate on the exam was 30%. We are focusing on our ELLs for our Targeted Intervention Recovery Program, which takes place Monday through Thursday on a bi-weekly basis. Students attend intensive class sessions in order to develop their understanding of key concepts that they may not have fully realized the first time around. Lehman High School is also working with the Sports and Arts in School Program (SASF). Mondays through Fridays, tutoring is available from 3:00 to 5:00pm and Saturdays from 9:00am to 12:00pm, offering flexible hours and small group instruction. Additionally, throughout the year, our entire staff will be attending in excess of the 7.5 mandated hours of Professional Development in order to educate them on best practices and strategies for teaching ELLs. On the Geometry Regents, the passing rate is 67%. Reflecting on our progress, the data demonstrates success with regard to these programs.

Of 48 students taking the Living Environment Regents, 7 passed, reflecting a passing rate of 14.5%. Similarly, 5 of 29 students passed the Earth Science Regents, representing a 17% passing rate. As a result, content-area teachers will further assist our ELLs in their Living Environment and Earth Science classes by encouraging the use of bilingual glossaries in their native languages. Further support will be provided to our Living Environment and Earth Science teachers by supplying them with ESL strategies and methodologies that will be useful in their lessons during our ESL Professional Development Workshops. Teachers will make further use of strategies such as pre-teaching pertinent vocabulary, using graphic organizers, accessing prior knowledge, and scaffolding. Students who have failed the Living Environment or Earth Science Regents are our focus for the Targeted Intervention Recovery Program, in which they will receive small group instruction and support to prepare them to pass the exam.

Six of 42 ELLs passed the Global History and Geography Regents, representing a passing rate of 14%. Similarly, seven of 34 ELLs taking the U.S. History and Government Regents passed, representing 20.58%. Content-area teachers will further provide explicit instruction of pertinent vocabulary in these classes, as many terms relating to Global and U.S. History are abstract and complex. In addition, teachers of Global and U.S. History will receive continued training in ESL strategies, particularly accessing prior knowledge, as most ELLs have taken similar courses in their native languages.

The passing rates may reflect the lack of Regents Exams offered in all students' native languages. ELLs at Lehman are offered Regents Exams in their native languages when available. Some of the results demonstrate a correlation between passing rate and exams taken in students' native languages. For example, of the 24 students who passed the Integrated Algebra Regents, 14 used a native language exam. Similarly, of the six students who passed the Geometry Regents, three used a native language exam. The numbers are more striking on the Earth Science, Living Environment, Global History, and U.S. History and Government Regents, in which four out of five, six out of seven, four out of six, and seven out of seven students respectively passed the Regents using a native language exam. According to the results, students who have the opportunity to use the exam in their native languages have a higher passing rate than those who do not.

b-c. Currently we are not employing the Pearson Periodic Assessment

5. N/A

6. Describe how you evaluate the success of your programs for ELLs. We use the following to evaluate the success of our programs for ELLs: progress on the NYSESLAT, passing grade on the New York State Examinations, and on-time graduation. Since our transition to Small Learning Communities, we have been working to develop a stronger communication between all teachers of ELLs and to afford all ELLs equal educational opportunities.

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.

Large empty area for providing additional information.

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		
Mr. Ayala	Parent		

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. 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.

The school's written translation and oral interpretation needs are 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 families speaks Spanish. Other large numbers of our families speak Bengali, Arabic, Albanian, and French. The school will provide written translation services for all documents pertaining to programs, initiatives, and all matters concerning the student's continued progress and achievement in school. The documents to be translated are submitted to the in-house individual completing the translation at least one week in advance, allowing for the items to be completed and, if necessary, mailed to the homes in a timely fashion. All other documentation needing translation in any language other than Spanish will be carried out by submitting the information to the Department of Translation Services within the NYC DOE with a turn around time of two weeks. The following is a list of documentation provided to the parents/ guardians in both English and Spanish.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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 type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 376
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 7
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Herbert H. Lehman High School has a Freestanding ESL program. The organizational model is a self-contained, ungraded, homogeneous ESL class. There are 376 English Language Learners at Lehman High School. ELLs comprise 10.02% of the total student population. Based on their level of English language proficiency, as determined by the LAB-R and the NYSESLAT, students are placed into Beginning, Intermediate, Advanced, Transitional, and Transitional-Skills classes. As required under CR Part 154, students at the Beginning level receive 540 minutes of explicit ESL instruction per week, students at the Intermediate level receive 360 weekly instructional minutes, and students at the Advanced level receive 180 minutes of explicit ESL and 180 minutes of ELA instruction per week. This way we align both the ESL and the ELA curricula with state standards. ELLs who are native Spanish speakers have the opportunity of taking Heritage Language Arts classes to continue their cognitive development in their native language and accelerate their acquisition of English. The Cognitive Academic Language Learning Approach (CALLA) is the instructional approach in content areas. Subject teachers employ ESL methodologies and differentiate instruction to meet the needs of ELL subgroups.

Among Lehman's 376 ELLs, 91 are Students with Interrupted Formal Education (SIFE) and 154 are Long-Term ELLs. These ELL subgroups require additional support and a small-group setting to develop their cognitive academic language proficiency to achieve success. Thus, our after school program, though open to all ELLs, especially targets our SIFE/Long-Term ELLs, grades 9-12 in heterogeneous groups. Title III will fund teachers providing direct instruction as well as Program Supervisor (Assistant Principal) for our afterschool and Saturday programs. In order to maximize the effectiveness of the after school program, we have a student/teacher ratio of ten to one or less. This allows the teachers to work more closely with each ELL and tailor instruction according to each student's needs. Two ESL teachers participate in the intensive academic intervention. The program meets four days a week. Sessions are from 3:05 P.M. to 4:35 P.M. for 35 weeks and on Saturday, from 9:00 A. M. – 12:00 P. M. for 25 weeks. The teachers use updated instructional materials (Focus on Writing, English in Action Series) will utilize the Rosetta Stone software program (Beginner--Advanced language laboratory/instructional materials and software). Rosetta Stone will provide Professional Development for teachers involved in the Title III Program. The students also receive academic support in a variety of content areas (e.g., science, and social studies). Intervention services also include Heritage Language Arts instruction to provide additional Native Language support for our SIFE/Long-Term ELLs. To enhance the academic experience and promote cultural awareness, our program is tied to the social studies curriculum, We have developed a program of field trips and other educational excursions (The Museum of the City of New York, The Tenement Museum, The South Seaport Museum, Lincoln Center, etc.). Trips will enhance literacy skills (Listening, Speaking, reading, and Writing) as well as deepen student understanding of the

Part B: Direct Instruction Supplemental Program Information

immigrant experience and embed cultural relevancy.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: At Lehman, we realize that to provide our ELLs with effective programs and services we must train our teachers of ELLs in ESL methodologies. Title III will fund our on-going professional development program which will run throughout the school year. The 15 scheduled professional development after-school sessions, 1.5-hour each, are outlined below. During these sessions, Lehman's 7 ESL instructors, the ESL Coordinator, ESL LAB/BESIS Assist, and the Assistant Principal, Foreign Languages/ESL attend our in-house PD workshops. We will discuss pertinent ELL-related issues and best practices. Our ESL teachers and administrators will also attend city-wide professional development seminars and conferences (LAP Workshop, Making AMAO for ELLs, etc.). Topics include: Teacher Effectiveness and ELLs; Higher Order Questioning Techniques for ELLs; Embedding CCLS into Pacing Calendars/Curriculum Maps; Assessing Academic Needs and Setting Measurable Goals; NYSESLAT Results Interpretation/ Placement of ELLs; Using Classroom Technology to Accelerate Achievement of ELLs; Identification of ELLs and Their Characteristics: Newcomers, Long-Term, SIFE--ELL Challenges: BICS and CALP; ESL Beginner-Transitional Levels Curricula Development and Alignment; Teaching Content to ELLs in the SLC Setting: Curricula Alignment and Theme-Based Learning; Teaching Content to ELLs in the SLC Setting: Teaching Academic Language—Best Practices for Vocabulary Instruction; Holistic Language Abilities Assessment: Writing Portfolios, Group Projects, Oral Presentations; Teaching Content to ELLs in the SLC Setting: Activating Prior Knowledge and Other "Scaffolding" Techniques; The Correlation of the Four Language Modalities and the Development of Solid Language Skills and Habits: Focus on Listening and Speaking; The Correlation of the Four Language Modalities and the Development of Solid Language Skills and Habits: Focus on Reading and Writing; Teaching Content to ELLs in the SLC Setting: Understanding Linguistic and Cultural Heritage of ELLs—Native Language Support for Effective Instruction; Teaching Content to ELLs in the SLC Setting: Collaborative Learning for ELLs: Peer Support for Content Knowledge Acquisition. Rosetta Stone will provide a three-hour Professional Development on utilizing Rosetta Stone for the Classroom and for Support. Title III will fund training provided by Rosetta Stone for teachers involved in the Title III after school and Saturday programs.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: The parents of ELLs play an important role in how successful their children will be. Therefore, we target them 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. Title III will fund our parent involvement program.

At the beginning of the academic year, the school administration—The Assistant Principal (Foreign Languages/ESL), ESL Coordinator, together with the Parent Coordinator, holds the first Orientation Night for the parents of new ELLs. The parents of all our ELLs are invited (average 30). The Orientation (from 5:30 P. M.—8:00 P. M.) is a major introduction to Lehman High School and is aligned to regulations in CR Part 154.

The parents of ELLs are often new even to the system of secondary education in the United States. They need to learn more about it to become more engaged in their children’s education and make informed choices. Title III will fund 35 hours of information sessions devoted to the following topics: NYS Graduation Requirements and Regents Examinations, Career Choices for ELLs, Financial Aid and Strategies to Support Your Child’s Education, College Nights, The Role of Parents in a “New” Culture and Peer Pressure—12 meetings, November through May, 2 hours each. All parents of ELLs are invited to attend. In May, these information sessions are combined with the International Food Festival so that the parents feel more “at home” as they, together with their children, make their transition into their “new” reality, and interact with other parents, instructors and administrators. Refreshments, door prizes and other incentives are provided and funded by Title III. This helps us establish a solid connection with our students’ parents/guardians which, ultimately, translates into our students’ success.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$46,460

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 	\$30,756.38	After-school Program: 1 Tr. X 4 Days X 35 wks. X 1 Hrs. X \$49.98 = \$6997.20 1 Admin. X 4 Days X 35 wks. X 1.5 Hr. X \$52.21 = \$10964.10 Saturday Academy 1 Tr. X 1 Day X 25 wks. X 3 Hrs. X \$49.98 = \$3748.50

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$46,460

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Professional Development Program 7 Trs. X 1 Day X 15 wks. X 1.5 Hrs. X \$49.98 = \$7871.85 1 Admin. X 1 Day X 15 wks. X 1.5 Hr. X \$52.21 = \$1174.73
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$780.00	Conference/workshop fees Rosetta Stone Professional Development for ESL teachers
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$3,600.00	Curricular - various language laboratory/instructional materials, classroom supplies, instructional technology support items, ESL books and updated classroom libraries, including: Oxford University Bookworms Series - Classroom Libraries; Native language dictionaries/English Dictionaries; Focus on Writing/North Star Series/English in Action Series/Focus on Writing
Educational Software (Object Code 199)	\$8,900.00	Rosetta Stone Classroom Version 3 Annual Fixed License 100 x \$89.00 = \$8,900.00
Travel	\$2,000.00	Extracurricular - Field Trips for ESL students to museums, plays, shows, and places of interest- Admission fees, transportation, etc. (Lincoln Center, The Museum of the City of New York, The South Street Seaport Museum, The Tenement Museum, et alii)
Other	\$423.62	Extracurricular – Food & Miscellaneous items for International Festival and Parent Orientations
TOTAL	\$46,460.00	\$46,460.00

