



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HIGH SCHOOL OF AMERICAN STUDIES AT LEHMAN COLLEGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X696

PRINCIPAL: ALESSANDRO WEISS **EMAIL:** AWEISS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Alessandro Weiss	*Principal or Designee	
Jonathan Halabi	*UFT Chapter Leader or Designee	
Sam Gurka	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Jake Kern Jacob Russell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Michael Holmes	Member/ Teacher	
Pian Wong	Member/ Teacher	
Lisa Feinstein	Member/ Parent	
Nina Frieman	Member/ Parent – SLT Chair	
Amy Marx	Member/ Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013, the school will maintain a scholarship rate of 95% or higher.

Comprehensive needs assessment

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

The most important indicator of student success in school is the scholarship rate. In 2011-2012, the school achieved a scholarship rate of XX%. In past years, students have achieved at the following rates:

	'12	'11	'10	'09	'08	'07
% Passing	97.60	96.57	95.16	95.28	93.19	95.85

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Step 1: Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic intervention plans written by the guidance counselors.

By When: September and on-going

Who: Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors

Indicator of Progress: Creation and use of an academic referral form; schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans and individualized goal-setting plans.

Review Date: On-going and at the end of each marking period

Step 2: Administer and analyze the results of a diagnostic writing assessment to all entering students in June; create a mandatory after-school writing workshop for selected ninth-grade students; require ninth-grade students to complete writing self-assessment activities and maintain a portfolio of their work to track progress; administer and analyze the results of writing assessments in ninth-grade English.

By When: June and on-going

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

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

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

Step 3: Study the progress of under-performing ninth-grade students as the focus of the work of one of our inquiry teams; conduct interviews with students in this sub-group to better understand academic habits and barriers to success; conduct PD on literacy issues as they pertain to this sub-group; monitor progress through grade-level meetings and regular sessions with the guidance counselors or principal; make tutorial referrals through the use of academic intervention plans, as warranted.

By When: Fall semester: study and analysis

Spring semester: creation of individualized action plans

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

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

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

Step 4: Ensure that parents of underperforming students receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

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

Review Date: Mid-way point of each marking period

Indicators of Interim Progress/Benchmarks: The school will calculate its scholarship rate, and that of all relevant sub-groups, at the end of each marking period (i.e. six times annually) and calculate its distance from the overall goal. By January 31, the scholarship rate will be at least 94%. By June 30, it will be at least 95%.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Parents of underperforming students will receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

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

Review Date: Mid-way point of each marking period

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and resources alignment

- Indicate your school's Title I status: 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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected 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).

The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, at least 90% of students will earn a score of 85% or higher on the Living Environment Regents and on each Regents Examination in English and History. At least 65% of students will earn a mark of 85% or higher on the Regents Examination in Integrated Algebra.

Comprehensive needs assessment

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

All students entered HSAS having scored at Levels III and IV on the eighth-grade assessments in ELA and math. Thus, we expect all pupils to demonstrate mastery on the required Regents Examinations by earning marks of 85% or better on each one (i.e. at the “mastery” level). In past years, students have achieved at the following rates:

	2012 65+	'12 85+	'11	'10	'09	'08
English	100	95.8	93.5	98.9	92.3	85.7
Algebra	100	59.7	69.6	43.6	47.0	68.7
Global	100	98.0	89.1	91.6	97.8	95.0
US	100	98.9	100	95.4	97.4	97.3
Living Env.	100	98.9	100	96.6	78.5	69.8

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Step 1: Create tutorial classes; make every effort to schedule tutorial classes so that they do not occur on the same day within the same grade level; communicate to new students that attendance at tutoring is a core component of achieving success at HSAS; utilize peer tutors where appropriate; make formal referrals to peer tutoring through the use of academic referral forms; convene individualized goal-setting conferences with referred students; increase the number of Regents-prep tutorials just prior to each examination period (both after school and on Saturdays)

By When: September, January, June, and on-going

Who: Mr. Weiss and Mr. Olivieri, Tutorial teachers, Guidance counselors

Indicator of Progress: Schedule of tutorial classes; visits to tutorial classes; funds budgeted on galaxy; completed intervention plans

Review Date: September, January, and June

Step 2: Ensure that the curricula for our Algebra I, Geometry, and Algebra II courses continue to be aligned to the list of topics covered by the new Regents Examinations.

By When: September and on-going

Who: Mr. Weiss and Mr. Olivieri, math teachers

Indicator of Progress: Alignment of curriculum to state list of Algebra, Geometry, and Algebra II topics; analysis of test sampler

Review Date: September

Step 3: Design, administer, mark, and analyze interim assessments in classes that terminate in a Regents Exam; use Regents rubrics to assess student work, as warranted.

By When: Each marking period

Who: Mr. Weiss and Mr. Olivieri, Teachers of classes that terminate in a Regents Exam

Indicator of Progress: Administration and analysis of mock Regents tasks and exams; use of assessment results to modify instruction, as needed; use of rubrics to assess student progress.

Review Date: Each marking period, January, and June

Indicators of Interim Progress/Benchmarks: Regents exams are administered in January and June. The school will calculate its pass-rates at the end of each Regents administration period. Prior to each exam, the school will analyze data from classroom examinations, predictive assessments, and mock Regents in order to assess exam readiness and the percentage of students performing at mastery level. Based on these assessments, students who are beneath the 85% threshold will receive AIS intervention. In most cases, students who fail to earn a mark of 85% or higher, will sit for the Regents again the next time it is offered.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Parents of underperforming students will receive interim progress reports and/or grade data from SnapGrades.

By When: Mid-way point of each marking period

Who: Mr. Weiss, Guidance counselors, All teachers

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

Review Date: Mid-way point of each marking period

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By August 2013, at least 80% of students will earn an Advanced Regents Diploma.

Comprehensive needs assessment

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

The Advanced Regents Diploma is the most demanding among the certificates granted by the State of New York. Students should therefore aspire and be supported instructionally to graduate with advanced designation. Data from previous years indicate the following:

	<u>% '12</u>	<u>% '11</u>	<u>% '10</u>	<u>% '09</u>	<u>% '08</u>	<u>% '07</u>
Total	100.0	100.0	98.7	98.6	96.5	96.6
HSAS Diploma	73.9	83.3	83.1	83.3	91.6	78.8
Adv. Regents w/ Honors	46.6	52.4	44.2	33.3	61.4	23.5
Adv. Reg. and Adv. w/ Hon.	86.4	96.4	88.3	84.7	96.4	84.7
Regents	100	100	100	100	100	100

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Step 1: Conduct group guidance sessions for students, starting in Grade 9, on the importance and requirements of earning an Advanced Diploma; create, distribute, and use a checklist for students to monitor progress towards meeting the advanced requirements; familiarize students with their transcript

By When: September and February

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: Observation of group guidance sessions and use of the checklist

Review Date: September and February

Step 2: Plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website

By When: February

Who: Mr. Weiss, PTA, Guidance counselors

Indicator of Progress: Observation of the presentation; feedback from parents; monitoring of website "hits"

Review Date: February and on-going

Step 3: See action plans for Goals #1 and #2.

Indicators of Interim Progress/Benchmarks: This statistic is calculated once annually, in June, upon graduation. However, using report card and Regents Exam data, the school will identify each marking period which students are in danger of failing to attain this standard. The school will then provide relevant tutoring and/or counseling to assist students in meeting this goal.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The counselors will plan and conduct a workshop for parents on graduation and diploma requirements; post relevant information on the school website

By When: February

Who: Mr. Weiss, PTA, Guidance counselors

Indicator of Progress: Observation of the presentation; feedback from parents; monitoring of website "hits"

Review Date: February and on-going

In addition, counselors and the parent coordinator conduct a series of workshops for parents on state diploma requirements, transcript analysis, etc.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, 100% of the school's graduates will continue to be accepted to college or an approved post-secondary institution.

Comprehensive needs assessment

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

Our school's ultimate responsibility is to help students apply to and be accepted at one of the colleges of their choice.

In each and every year of our operation, 100% of students have been admitted to college or an approved post-secondary institution.

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) 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.

Step 1: Update the school profile

By When: October

Who: Mr. Weiss, Mr. Halabi, Guidance counselors

Indicator of Progress: Review and revision of the profile; feedback from Gail Reilly.

Review Date: September, January, and June

Step 2: Convene individualized college counseling sessions with juniors and seniors

By When: Early fall for seniors; spring for juniors

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: Observation of selected sessions.

Review Date: September and upon release of the test sampler

Step 3: Plan and conduct workshops for parents on the application process

By When: Early fall for parents of seniors; spring for parents of juniors

Who: Guidance counselors, Parent coordinator, PTA

Indicator of Progress: Observation of parent workshops; review of materials disseminated; posting of materials on the school's website.

Review Date: Throughout the fall and spring.

Step 4: Schedule visits by college representatives in the Fall

By When: Visits in early fall

Who: Mr. Weiss, Guidance counselors

Indicator of Progress: At least 50 visits will be scheduled.

Review Date: September and on-going throughout the fall.

Step 5: Use Naviance to track applications and analyze acceptance results

By When: On-going

Who: Guidance counselors

Indicator of Progress: Running of Naviance reports.

Review Date: January and May

Indicators of Interim Progress/Benchmarks: The school will use Naviance in order to calculate this statistic at the end of each marking period, beginning at the end of the fall semester. Since not all colleges inform students of acceptance at the same time, this statistic is difficult to measure on an interim basis. The school will work intensively with all students who, by the end of April, have not been admitted to college.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Counselors will plan and conduct workshops for parents on the application process

By When: Early fall for parents of seniors; spring for parents of juniors

Who: Guidance counselors, Parent coordinator, PTA

Indicator of Progress: Observation of parent workshops; review of materials disseminated; posting of materials on the school's website.

Review Date: Throughout the fall and spring.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) XX Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

The guidance department supports students by implementing guidance services in alignment with state and federal programs, including group and individual counseling, college advisement, workshops for parents, services for students in academic jeopardy, etc.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2013, each school club/team/activity will have planned and/or participated in at least one community service project or event.

Comprehensive needs assessment

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

The High School of American Studies feels it is important to inspire students' interest in and commitment to issues of social justice. Participating in community service helps students to affirm this commitment and to learn about their world by helping others.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Step 1: Discuss the implications of the policy at the first faculty meeting of the year and secure faculty commitment

By When: September

Who: Mr. Weiss, faculty members

Indicator of Progress: Agenda from September

Review Date: September

Step 2: Present the policy to the student government and solicit feedback

By When: October and November

Who: Mr. Weiss, Mr. Iurato, student government members

Indicator of Progress: Government meetings during seminar

Review Date: October/November

Step 3: Begin implementation of the policy

By When: December/January

Who: Mr. Weiss, student government, club advisors

Indicator of Progress: Records of community service activities

Review Date: January/February

Step 4: Compile records and remind clubs that have failed to conduct a project that they must do so by May

By When: March and April
Who: Mr. Weiss, student government, club advisors
Indicator of Progress: Updated records of community service activities
Review Date: April

Step 5: Ensure that, by the end of May, all clubs have conducted at least one project
By When: May
Who: Mr. Weiss, faculty members
Indicator of Progress: Records of community service activities
Review Date: Late May

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

The school will communicate its efforts via our webpage and at PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) XX Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
XX Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

Per-session costs for after-school activities, clubs, and teams (up to \$18,080 from FSF funding)

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	Writing Workshop	Small group and one-on-one	Tutorials are provided on an as-needed basis during the tutorial period. Selected ninth-grade students attend a mandatory writing workshop. Tutoring is also available during lunch.
Mathematics	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
Science	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
Social Studies	Skills reinforcement and conceptual review	Small group and one-on-one	Tutorials are provided on an as-need basis during the tutorial period. Tutoring is also available during lunch.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional, social, and academic development	Small group and one-on-one	Before school, during class, during lunch, and after school. Group counseling is available during lunch.

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.

Teaching vacancies are advertised via the Open Market Hiring System. Resumes are viewed by the relevant department and by the administration. Candidates who are deemed highly qualified are interviewed by the administration and by members of the faculty. All final candidates present a demonstration lesson about which feedback is gathered from teachers, parents, and students.

Teaching assignments are made on the basis of contractual rules, faculty interest, school needs, and state regulations regarding licensing.

The retention rate at HSAS is very high. The school sustains its high retention rate by fostering a positive work environment, through providing faculty with opportunities for professional development, and by encouraging teachers to develop new courses and curricula to engage students.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 Joe Zaza	District 10	Borough Bronx	School Number 696
School Name High School of American Studies at Lehma			

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

Principal Alessandro Weiss	Assistant Principal Martin Olivieri
Coach N/A	Coach N/A
ESL Teacher N/A	Guidance Counselor Michele Harris and Beth Wise
Teacher/Subject Area Rosanny Genao	Parent Sam Gurka
Teacher/Subject Area Rosanmi Morel	Parent Coordinator Paula Fiore
Related Service Provider N/A	Other N/A
Network Leader Jie Zhang	Other N/A

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
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	393	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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. Students are admitted to the High School of American Studies based on their scores on the Specialized High School Admissions Test (SHSAT). The school does not receive students via the over-the-counter admissions process. The school has not had any ELL students on register for the past seven years. When a student is admitted from outside the NYC public school system, within ten days, the HLSI and an informal oral interview in English are administered by an appropriately licensed teacher or administrator to all students who did not attend a DOE middle school (i.e. those who enter Grade 9 from a private or parochial school). On the basis of this survey, the LAB-R is administered as necessary, though it has not been necessary for the past five years. Since there are no ELL's, the school has not had to administer the NYSESLAT.
2. To date, no students, based on the oral interview and LAB-R, have required ESL services. Were a student to require services in the future, we would carefully explain the program options to his/her parents and provide the required letter in the parent's native language.
3. There are no ELL's on register. Were a student to qualify for services, the school would ensure that Entitlement Letters, the Parent Survey, and the Program Selection form are distributed and returned as per city and state regulations, in the parent's native language.
4. N/A - There are no ELL's on register. Were a student to qualify for services, the school would, in the parent's native language (or via phone translation, if necessary) explain to parents the various program options and the child's placement in bilingual or ESL instructional programs.
5. N/A - There are no ELL's on register. We have not had any ELL's for the past five years. Therefore, we have no Parent Surveys or Program Selection forms to review.
6. N/A - There are no ELL's on register. Were a student to qualify for services, we would strongly consider parental requests as a part of the placement and programming processes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
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	0	0	0	0	0	0	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										0	0	0	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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

A. Programming and Scheduling Information

2. There are no ELLs on register. However, were we to have an ELL student, we would deliver the number of instructional minutes required by city and state regulations.
3. There are no ELLs on register. However, were a student to qualify for services, we would evaluate his/her needs and parental input in order to design a program model most likely to result in the student's achievement. In content classes, the language of instruction would most likely be in English, with native language support.
4. There are no ELLs on register. School staff speak a variety of languages.
5. There are no ELLs on register. Were a student to qualify for services, teachers would evaluate his/her instructional needs and deliver instruction via the differentiated method most likely to result in the student's achievement. We have never had a SIFE student or a long-term ELL on register. Were we to receive such a student, we would program him or her based on a careful analysis of instructional needs and parental desires. We would follow the same procedures for new arrivals. Our school does not have a self-contained special education program. Students with IEPs receive services via RSA or P3.
6. There are no ELLs on register.
7. There are no ELLs on register.

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

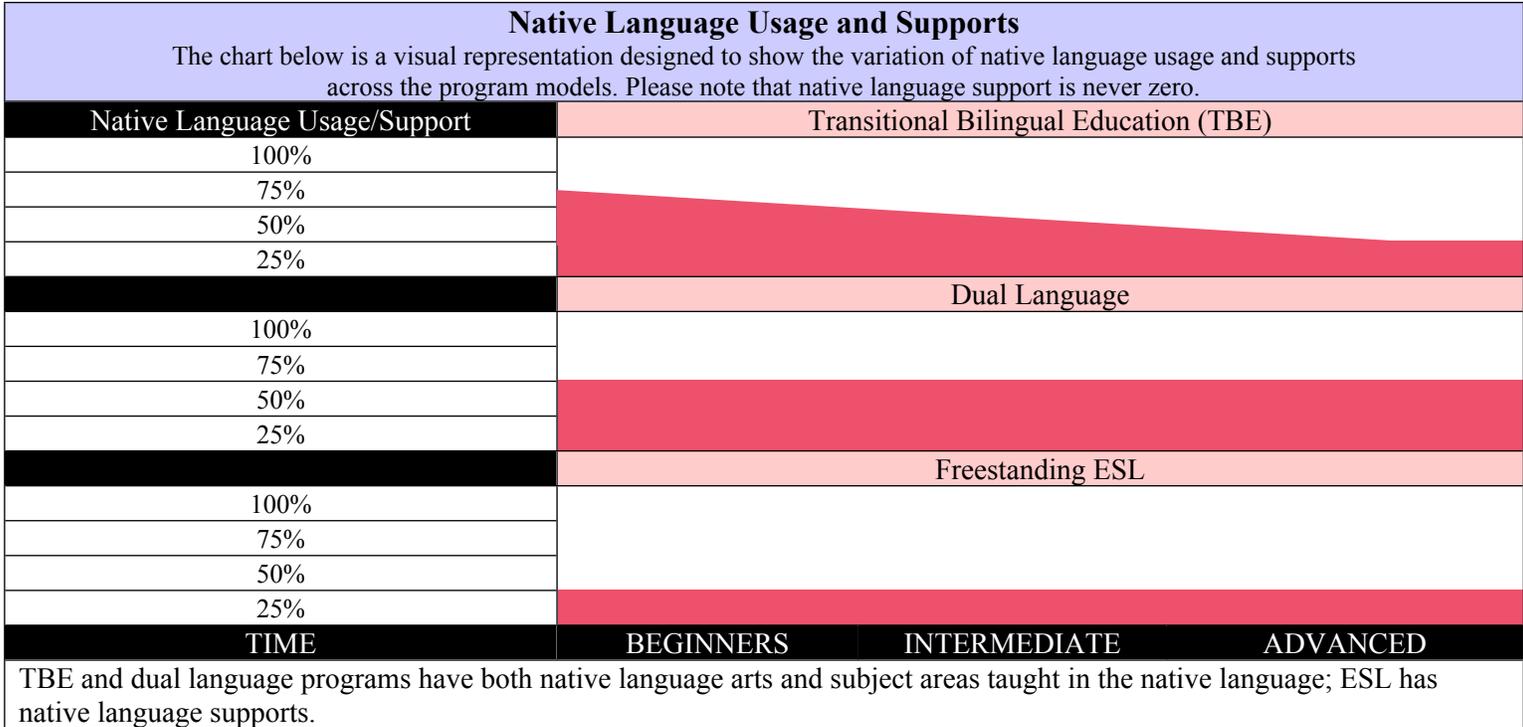
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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. There are no ELL's on register, and we haven't had any for the past five years. Were we to have a student who qualified for services we would ensure that the student would receive interventional services via AIS tutorials, in either English or his/her native language, depending on instructional needs.

9. The student would receive transitional support via AIS and other tutorial services for the two years after attaining proficiency.

10. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past six years.

11. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past six years.

12. We do not have any ELLs on register. Were we to have a student who qualified for services, we would ensure equal access to ALL school programs, tutorials, and enrichment opportunities.

13. We are unable to answer this question specifically as we do not have any ELLs on register and haven't had any for the past six years. However, we would use a wide range of native-language and English language materials to support instruction. All classrooms are equipped with Smartboards and LCD technology, as well as freestanding computers and wireless lap-tops.

14. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past six years. We would, depending on student needs, most likely use an ESL model.

15. We are unable to answer this question as we do not have any ELLs on register and haven't had any for the past six years.

16. All newly enrolled students attend two orientation activities in the semester prior to admission, including an introduction to the school and our curriculum, as well as placement testing.

17. Our school offers Spanish, through the Advanced Placement level. Students may also take any of the following languages through our program at Lehman College: Greek; Japanese; Chinese; Italian; French; Latin; and Hebrew. Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. There are no ELL's on register; therefore the school does not have any ESL teachers on staff.
2. The school has an intensive orientation program for all newly admitted students. All faculty and staff participate.
3. In the past few years, staff professional development as focused on developing stronger writing skills among students, with a special emphasis on grammar instruction and guiding students through the process of writing extended research papers. Faculty have also explored the school's theme of American Studies via an exploration of central and south American history and culture.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYSESLAT Modality Analysis

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

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	0	0		
Integrated Algebra	0	0		
Geometry	0	0		

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry	0	0		
Math				
Biology	0	0		
Chemistry	0	0		
Earth Science				
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

There are no ELL's on register, and we haven't had any for the past six years. Therefore, we are unable to analyze results of testing, because there are no testing results. Were we to have ELL students on register, we would carefully analyze the results of the NYSESLAT, LAB-R, Regents Examinations, the RMNR report, and diagnostic and summative assessments to determine the success of our program.

Additional Information

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

There are no ELL's on register. We have not had any ELLs for the past six years. We ought not to have to submit this form.

Part VI: LAP Assurances

School Name: <u>HS of American Studies</u>		School DBN: <u>10X696</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alessandro Weiss	Principal		1/20/13
Martin Olivieri	Assistant Principal		1/20/13
Paula Fiore	Parent Coordinator		1/20/13
N/A	ESL Teacher		1/20/13
Sam Gurka	Parent		1/20/13
Rosanny Genao	Teacher/Subject Area		1/20/13
Rosanmi Morel	Teacher/Subject Area		1/20/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Joe Zaza	Network Leader		1/20/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X696** School Name: **HS of American Studies at Lehman**

Cluster: **2** Network: **201**

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

Part A: Needs Assessment Findings

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

Each year, we diligently review the home language survey results of entering students. Survey results are tabulated so that the school knows how many parents speak languages other than English. Appropriate translation services are then provided in oral and written form.

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

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

Part B: Strategies and Activities

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

The school assesses the need for translated documents on the basis of the Home Language Survey and based on parental requests. Documents are translated by school staff and parent volunteers and, occasionally, using Google Translator. If necessary, external services are utilized.

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

The school assesses the need for oral interpretation services on the basis of the Home Language Survey and based on parental and/or teacher requests. School staff provide translation services in Spanish, Italian, or Chinese. Parent volunteers are utilized to provide translation services in other languages. If necessary, DOE and/or external services are utilized.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that oral and written translation services are available if needed. The letter also directs parents to translated versions of the Bill of Parents' Rights and Responsibilities on the DOE's website. In addition:

- The school posts all required signage regarding translation and interpretation services at the school's main entrance.
- All documents, letters, etc., are translated in a timely fashion and are provided at the same time as the original versions are in English.
- All translation and interpretation services are provided by school staff, parent volunteers, or via the DOE.
- At meetings, workshops, and individual conferences parents are made aware of and are invited to utilize translation and/or interpretation services as necessary.
- At the start of the year, parents are directed to the relevant pages on the DOE website, so that they can familiarize themselves with the

responsibilities of the school regarding translation and interpretation services.