



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: HERBERT H. LEHMAN HIGH SCHOOL

DBN (i.e. 01M001): 08X405

Principal: ROSE LOBIANCO

Principal Email: RLOBIAN@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rose LoBianco	*Principal or Designee	
Jeffrey Greenberg	*UFT Chapter Leader or Designee	
Elvin Flores	*PA/PTA President or Designated Co-President	
Patrizia Menjuivar	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Rivera	Member/ Parent	
Lisa Mateo	Member/ Parent	
Cindy Perez	Member/ Parent	
Omara Flores	Member/ Parent	
Myrna Blanco	Member/ Parent	
Rosemary Kugler	Member/ Teacher	
Lennox Henry	Member/ Teacher	
Lou Cirillo	Member/ Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 08X405

School Configuration (2013-14)

Grade Configuration	09,10,11,12	Total Enrollment	2059	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	66	# SETSS	11	# Integrated Collaborative Teaching	52
Types and Number of Special Classes (2013-14)					
# Visual Arts	67	# Music	33	# Drama	2
# Foreign Language	132	# Dance	16	# CTE	29
School Composition (2012-13)					
% Title I Population	59.2%	% Attendance Rate			81.6%
% Free Lunch	66.1%	% Reduced Lunch			5.0%
% Limited English Proficient	9.5%	% Students with Disabilities			23.3%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			23.7%
% Hispanic or Latino	59.3%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	8.7%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			7
# of Deans	N/A	# of Counselors/Social Workers			17
% of Teachers with No Valid Teaching Certificate	0.5%	% Teaching Out of Certification			8.1%
% Teaching with Fewer Than 3 Years of Experience	24.8%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	70.4%	Mathematics Performance at levels 3 & 4			35.7%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			53.9%
6 Year Graduation Rate	64.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	No	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	No
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths include the social emotional interventions, particularly Peer Leadership and Partnership With Children, along with parental engagement activities that were designed to improve student outcomes and success.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement in our SCEP would include:			
<ul style="list-style-type: none"> • Greater specificity in targeted areas to evaluate the progress of AP feedback on teacher practice. • Greater specificity in targeted areas to evaluate the connection with practice and student work and achievement in student progress and performance. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Some of the barriers and challenges included:			
<ul style="list-style-type: none"> • the use of particular online software for the after school credit accumulation program which did not function in a user- friendly way for our students, • the maintenance of student attendance after school and the necessity for continued outreach to parents to ensure that students had met and exceeded standards and seat time, • the Early Engagement Process, • and the co-location of four additional schools in our campus as it created a multitude additional meetings, facility walk-throughs, changes to our newly restructured design due to downsizing, and an impact on staff morale. 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The 12 – 13 SCEP was successfully implemented as each goal was accomplished.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated challenges include:			
<ul style="list-style-type: none"> • Due to downsizing at our school and the subsequent increased excessing, and our need to build capacity in our staff, it is now necessary to recruit and re-train teachers in varied roles that were already established last year. • Not meeting Register projections creates large deficits to pay • Learning and navigating a new Teacher Evaluation System and its subsequent training and development of systems and structures for staff • Motivating staff that have been interwoven in a changing culture characterized by various DOE models and instability over the last several years (transformation, turnaround, closure, severe downsizing and collocating schools onto the campus 			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> • Academic achievement targets for identified sub-groups include: • Increase in Attendance • Increase in Marking Period Scholarship • Increase in Credit accumulation • Increase in Regents Passing • Increase in Graduation 			
Describe how the school leader(s) will communicate with school staff and the community.			
As principal, I communicate with school staff and school community through a weekly letter to staff, daily announcements, k-12 phone calls, Lehman High School website, posted schedules, assemblies, attendance at daily common planning meetings and monthly content meetings, SLT meetings, letters to parents and parent meeting. Communication is also accomplished through monthly school leadership team meetings.			
Describe your theory of action at the core of your school's SCEP.			
Strengthening teacher practice, social emotional development and parental engagement with lead to an increase in academic performance and progress.			

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing my theory of action is derived from establishing mechanisms to receive and analyze data in real time and the programming parameters from during the day to after school, underscored by common planning time, adult accountability and adult-to- student connections.

List the key elements and other unique characteristics of your school's SCEP.

The many key elements and unique features of our SCEP are that it includes:

- A focus on the accountability subgroup(s) and measures for which the school has been identified.
- Uses a full range of resources
- The consultation with parents, school staff, the School Leadership Team (SLT)
- A strong emphasis on social emotional learning (SEL) including training students, parents and staff in particular curriculum related to SEL.
- An increase in the number of school partnerships
- Goals which reflect strong connections and evaluative targets between classroom practice, curricular design and student achievement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- As principal, I have already successfully managed two plans and received satisfactory evaluation on prior State visit analyzing this implementation.
- As principal, I manage an overall school budget of for the past two years.
- Our school works very closely with our Network and together, we have established internal controls to oversee and manage the improvement plan.
- Utilizing a system of distributive leadership so that leadership is constantly being developed and checks are in place to ensure successful implementation of all strategies/activities and phases of accountability

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The Cabinet, with appropriate support from the Network data specialist, should regularly analyze both school-wide and grade level student performance trend data to assess the effectiveness of current educational programs, identify school-wide priorities for improving student achievement, and inform the school's continuous improvement planning.

Review Type:	Joint Intervention Report	Year:	2010 - 2011	Page Number:	Page 7	HEDI Rating:	NA
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

	2.2 School leader's vision	X	2.3 Systems and structures for school development
x	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

Graduation rate will increase from 53.9% to 57.9% by August 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School structure is redesigned into Academies which offer targeted support from dedicated group of staff which include Academy Director, Guidance counselor, two school aides, and 1 family assistant and 1 dean.
2. Work closely with data specialist and programmer to retrieve and analyze data specific to cohort, academy, scholarship and credits.
3. Program credit recovery classes during the day and after school during Extended Learning Time Programs for additional credit accumulation
 - a. PM School
 - b. Targeted Intervention Recovery
 - c. Tutoring
 - d. Saturday School
4. Each month is a data focus month for students, teachers, guidance staff and administrators: transcript analysis, SKEDULA progress reports, 1st MP report cards and individual case conferencing as well as continued attendance data.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Guidance Counselors, Teachers, School Aides – all Academy Staff
2. Principal, Assistant Principals, Guidance Counselors, Teachers, School Aides – all Academy Staff
3. Principal, Assistant Principals, Guidance Counselors, Teachers, School Aides – all Academy Staff
4. Principal, Assistant Principals, Guidance Counselors, Teachers, Students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improved attendance at targeted support activities and opportunities.
2. Increase in scholarship numbers across Academies.
3. Increase in credits earned by targeted students.
4. Increase in monthly attendance, marking period scholarship, and credit accumulation.

D. Timeline for implementation and completion including start and end dates

1. September 2012 to June 2014
2. After each month, marking period, and school-wide assessment
3. November 2013 to June 2014
4. Academy data review occurs weekly; attendance, marking period scholarship, and credit accumulation analyses performed monthly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

3a, b, c.

Overtime After-School School Aide = 5 School Aides x15 hours/week/ x \$21.90 per hour x 25 weeks
 Overtime After School Supervising School Aide = 1 Supervising School Aide x 15 hours/week x \$27.75 per hour x 25 weeks
 Overtime After School Community Associate/Coordinator = 1 Community Associate X15 hours/weekX\$29.00per hour x 25 weeks
 Per Session After School Lab Specialist = 2 Lab Specialists x 4 hours/week x 39.01 hour x 25 weeks
 Per Session After School Guidance Counselor = 1 Guidance Counselor x 4 hours/week x 45.13 hour x 25 weeks
 Per Session After School Teachers – 8 Teachers x 4 hours/week x \$41.98 hour x 25 weeks
 1 Teacher x 3 hours/week x 41.98 hour x 25 weeks
 10 Teachers x 2 hours/week x 41.98 hour x 25 weeks
 Per Session After School Supervisors = 3 After-School Supervisors x 6 hours/week x \$43.93 hour x 25 weeks

Per Session After School Tutoring: Daily = 25 teachers x 1 hour per week x \$41.98 hour x 25 weeks

3d. Overtime Saturday School Aide = 1 school aide x 3 hours/week x \$ 21.90 per hour x 25 weeks
 Overtime Saturday Supervising School Aide = 1 Supervising School Aide x 3 hours/week x \$27.75 per hour x 25 weeks
 Per Session Saturday Lab Specialist = 1 Lab Specialist x 3 hours/week x \$31.9 per hours x 25 weeks
 Per Session Saturday Guidance Counselor = 1 Guidance Counselor x 3 hours/week x \$45.13 per hour x 25 weeks
 Per Session Saturday Teachers Credit Recovery = 4 x 3 hours/week x \$41.98 x 25 weeks
 Per Session Saturday Teacher Tutoring = 9 teachers x 3 hours/week x \$41.98 x 25 weeks
 Per Session Saturday Supervisor = 1 x 3 hours/week x \$43.93 x 25 weeks

3a –d OTPS: Supplies, Non-Contractual, Textbooks, Transportation of Pupil
 Supplies: Toner, Paper, Pens/Pencils/Markers, Dry Erase Markers, White Board Cleaner, Binders, Post-its, Paper Clips, Folders, Dividers, Hanging Folders, Certificates
 Non-Contractual: Celebration Events; Food, Drinks, Paper Set-up, Tablecloths
 Transportation of Students: Metro-Cards, Buses for Trips

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Contract For Excellence										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Improve the planning and implementation of coherent, CCLS-aligned units of study with embedded performance tasks and complex texts that emphasize rigorous habits and higher-order thinking skills for a diversity of learners.										
Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA			

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.										
x	3.2 Enact curriculum				3.3 Units and lesson plans					

Annual Goal #2

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

Implementing revised curricula that is aligned to the Common Core Learning Standards and the instructional shifts across content areas will lead to an increase in credit accumulation by students designated in the lowest third by 5% during the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Build program structures to provide teacher teams collaborative time to engage in planning curricular in ways commensurate with student needs to close the achievement gap during the day and after school.
 - Identification of multiple complex texts for higher-level analysis in keeping with the Standards,
 - Develop curricular plans which include instructional sequences and pre-determined scaffolds that anticipate the needs of diverse or struggling Learners. For example, English language arts, science and social studies unit plans must evidence supports and extensions for English language learners, students with disabilities or high end learners.
 - Formulate planning for inquiry and post inquiry analysis to enable teachers to look at student work products and surface gaps
- Allow teachers to inter-visit among teachers to carefully observe evidence of delivery of enacted curriculum.
- Teachers will participate in professional development opportunities on effective strategies for providing multiple entry points in curricula and classroom practice to meet the needs of all students.

B. Key personnel and other resources used to implement each strategy/activity

- Principal, Academy Directors, AP Curriculum, Lead Teacher, Teachers
- Principal, Academy Directors, AP Curriculum, Lead Teacher, Teachers
- Lead Teachers and Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Increase in HEDI ratings on Domain 1
- Increase in HEDI ratings on Domain 1, observation evaluator form 2
- Teacher reflections and share-outs, observations in classrooms

D. Timeline for implementation and completion including start and end dates

- During the day and after school from September 2013 to June 2014
- During the day from September 2013 to June 2014
- During the day and after school from September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1,2, 3 = Prep Period: 4 teachers x 2 times per month x \$35.29 x 8 months
 = Per Diem: 4 teachers x 1 time per month x \$154.97 and 8 months

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Strengthen teaching practices across subjects and grades including questioning and scaffolds to consistently provide multiple entry points into the curricula so that all students demonstrate high levels of thinking and participation.

Review Type:	Quality Review	Year:	2012 – 2013	Page Number:	6	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Improved teacher pedagogy in questioning and discussion techniques and providing multiple entry points will result in an increase in the number of students passing Regents exams by 5% in Integrated Algebra and English during the 2013-14 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Establishment of weekly professional development plan will be created by the Lead Teacher team within the Office of Curriculum and Instruction which will hone in on strategies to enhance pedagogical practices of questioning and discussion and multiple entry points. Teachers will be trained in these techniques.
2. Professional development will be embedded into teachers schedules each week to help teachers deeply understand 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 meetings, and after school.
3. School administration will provide classroom visits to provide meaningful feedback to best practices and strategies promoted in the school’s professional development. Observation schedule as tracked by school leaders aligned to the measurable objective above.
4. Teacher-to-teacher inter-visitations and formative classroom observations will be facilitated by school leaders, followed by norming through developmental conversations.
5. Ongoing assessments of students on progress towards Regents preparedness will take place regularly in Regents-terminating courses.

B. Key personnel and other resources used to implement each strategy/activity

1. Academy Directors/APs and lead teachers/instructional leads
2. Academy Directors/APs, lead teachers/instructional leads, and teachers
3. Principal, Academy Directors/APs
4. Academy Directors/APs, lead teachers/instructional leads, and teachers
5. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Development of monthly calendar with weekly Professional Development Plans
2. Teacher feedback through surveys, intervisitations, and feedback forms will be collected and evaluated after each session; classroom observations, growth in HEDI rating of 3b, student work products.
3. School-wide norming and calibration, growth in HEDI rating 3b.
4. Monthly observation calendar, classroom observations, growth in HEDI rating, ADVANCE reports.
5. Students will demonstrate growth over the course of the year on their progress towards being prepared for the Regents.

D. Timeline for implementation and completion including start and end dates

1. Developed monthly from September 2013 to June 2014
2. Surveys will follow monthly professional development sessions.
3. Weekly from September 2013 to June 2014
4. Monthly from September 2013 to June 2014
5. Assessments of Regents-preparedness will take place at least once per marking period in each Regents-terminating course.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily and Saturday Teacher Training: 5 Teachers x 2 hours per weeks x \$19.12 x 25 weeks
2. No cost
3. No cost
No cost

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

39% of students felt that they are engaged in an active and vibrant partnership that promotes learning.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	9	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

There will be an increase in school-wide attendance from 76.2% to 81.2 % during the 2013 – 2014 school year as students feel greater engagement in an active and vibrant partnership that promotes learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Lehman High School Partnerships :
 - *The Office of School and Youth Development* 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.
 - *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.
 - 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
 - *The Center for Supportive Schools provides* for staff training in Peer Mentoring as 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 2013 to June 2014.
2. Assistant Principal of Student Services and Social Emotional Learning Liaison have developed Advisory Learning Curriculum and push-in coursework.
3. Development of extended learning program which includes extracurricular activities in the form of clubs and after school classes.

4. Celebrations, trips, awards ceremonies for academic and attendance achievement will be designed and outreach efforts will be supported by home visits, phone calls by support staff.

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals, 21st Century Grant Coordinator, Social Emotional Learning Coordinator, Teachers, Guidance Counselors, Students, Curriculum
2. Assistant Principal and Social Emotional Learning Coordinator
3. Assistant Principal, Teachers, and Guidance Counselors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement in student scholarship data per marking period, decrease in higher level OORs data, student attendance at partnership meeting, student survey data and self-assessment
2. Improvement in student scholarship data per marking period and decrease in higher level OORs data
3. Improvement in student scholarship per marking period, decrease in higher level OORS data, student attendance in activities, student survey data and self-assessment

D. Timeline for implementation and completion including start and end dates

1. November 2013 to June 2014
2. October 2013 to June 2014
3. November 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. OTPS: Partnership With Children - \$90,000
2. No cost to school
Per Session After School Guidance Counselor = 1 Guidance Counselor x 4 hours/week x 45.13 hour x 25 weeks
3. Per Session Saturday Guidance Counselor = 1 Guidance Counselor x 3 hours/week x \$45.13 per hour x 25 weeks, 1 Social Worker x 3 hours/week x \$45.13 per hour x 25 weeks, Teacher Per Session (\$41.98 hr): 3 teachers x 20 hours
4. OTPS: Non-contractual Services, Supplies, Transportation of Students:
Supplies: Toner, Paper, Pens/Pencils/Markers, Dry Erase Markers, White Board Cleaner, Binders, Post-its, Paper Clips, Folders, Dividers, Hanging Folders, Certificates
Non-Contractual: Celebration Events; Food, Drinks, Paper Set-up, Tablecloths
Transportation of Students: Metro-Cards, Buses for Trips
5. Supervisor per session

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

21st Century Grant
SINI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS	X	PF CTE		PF College & Career Readiness		PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

53% of parents surveyed indicate that their child's school makes them feel welcome.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	6	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment		6.3 Reciprocal communication
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Annual Goal #5

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

By working to increase in the number of parents that feel welcome and engaged in our school community, the number of students that gain 10+ in the their second and third years will increase by 5% for the 2013-14 SY.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. 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.
2. Establish parent volunteer schedule to assist with designated Parent Association, School Leadership and school-wide tasks.
3. 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.
4. 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;
5. Work with teachers and parents to coordinate communication via K-12 phone system, Pupil Path online resource, Lehman website; 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, have on-going communication with teachers and staff and participate in recognition and award ceremonies.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Parent coordinator, Parent volunteers, Parent Association Executive Board, School Leadership team, Student focus group.
2. Principal, Parent Coordinator, Parents
3. Principal, AP, Director of Operations, Parent Coordinator, Parents
4. Principal, Parent Coordinator, Parent volunteers, Parent Association Executive Board, School Leadership team
5. Principal, Parent Coordinator, Parent volunteers, Parent Association Executive Board, School Leadership team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improvement in parent satisfaction assessed through ongoing feedback surveys and Parent Coordinator phone calls to gauge satisfaction, and an increase in attendance at monthly Parent Meetings.
2. Development of schedule and recruitment of volunteers to participate.
3. Improvement in parent satisfaction assessed through ongoing feedback surveys and Parent Coordinator phone calls to gauge satisfaction, an increase in attendance at monthly Parent Meetings, and increased usage of the Skedula parent portal.
4. Improvement in parent satisfaction assessed through ongoing feedback surveys, an increase in attendance at monthly Parent Meetings, and increased usage of the Skedula parent portal, as well as an increase in relevant areas on the Learning Environment Survey.
5. Increase in number of parents contacted and increased usage of the Skedula parent portal.

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost
2. No cost
3. No cost
4. 1 Secretary: 1 Secretary x 3 hours per week x 25.87 per hour x 10 weeks
Overtime Afterschool Saturday Parent Coordinator: 1 PC x 2 hours per week/ \$21.67 per hour x 10 weeks
5. Supplies: paper, pens, pencils, workbooks

- 6. Consultant to work with parents
- 7. Guidance counselor per session
- 8. Teacher per session

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1. Increase Credit Accumulation of AIS students in the graduating cohort by 5% during the 2013-2014 school year.
2. Increase opportunities for additional academic intervention support (tutoring and youth development).

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. On-line and On-line Blended Learning through an I-Learn Platform: APEX, Novanet and Achieve

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

Principal, Assistant Principal, Teachers, Guidance Counselors, Coordinator, Leadership Program, CBO

C. Identify the target population to be served by the ELT program.

1. English Language Learners, Special Education and Lowest Third for all grades

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF	X	C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The Leadership Program, Per Scholas

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Each program has a specific function and is coordinated by a teacher/coordinator.

- *The Leadership Program* which provides students with engaging activities during the day in lunch and learn, specific advisory curricular delivery and varied clubs after school. This program provides a safe place for students to cultivate their creativity and develop individual and social responsibility through a variety of creative and recreational activities.
- *Per Scholas Career Pathway Program* enhancing the career development opportunities for students by providing IT technical and customer service training
- *Montefiore Medical Center* which provides mental and medical health and well-being

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

It is structured to include Credit Accumulation Programs of PM School Traditional, PM School On-line and Targeted Intervention Recovery as well as tutoring, supported by teachers and guidance counselors, and enriched by a variety of academic, creative arts and recreational clubs providing a safe place for students to cultivate their learning experiences and creativity. The partnership, The Leadership Program incorporates advisory curriculum which addresses leadership, team building, conflict management and social responsibility.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

It is structured to include Credit Accumulation Programs of PM School Traditional, PM School On-line and Targeted Intervention Recovery as well as tutoring, supported by teachers and guidance counselors, and enriched by a variety of academic, creative arts and recreational clubs providing a safe place for students to cultivate their learning experiences and creativity. The partnership, The Leadership Program incorporates advisory curriculum which addresses leadership, team building, conflict management and social responsibility.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Guidance counselors have meticulously reviewed each student's transcripts to program according to needs and the on-line and on-line blended

target unique needs. Traditional settings include differentiated approaches.

D. Are the additional hours mandatory or voluntary?	X	Mandatory	X - club s	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
<ol style="list-style-type: none"> 1. Provided families with letters home and students with updated programs including the after-school coursework 2. Hired support staff to make daily on-going outreach, inclusive of home visits and phone calls 3. Clubs, activities, and technology supported learning to appeal to student interests 				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
<ul style="list-style-type: none"> • Academy Directors and Guidance Counselors are meticulously reviewing student transcripts to determine individual and school wide needs. • Weekly, Monthly, and Marking period data is analyzed in terms of scholarship and credits earned. • Programs have been developed to address these needs, with an increased emphasis on literacy. 				
G. Are you using an ELT provider procured using the MTAC process?				
X	Yes			No
H. Describe how you are evaluating the impact of the ELT program on student achievement. Improvement in student scholarship data per marking period, decrease in higher level OORs data and recidivism, student daily attendance and in after-school classes partnership meetings, student survey data and self-assessments				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Naviance	One-to-One, small group, tutoring, clubs	Every day during Circular 6, after school and on Saturday
Social Studies	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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lehman HS Intervention Team – guidance counselors and social workers and psychologists Office of School and Youth Development Morningside Center for Teaching Social Responsibility	One-to-one and Small group utilizing the following strategies: <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

	Princeton Center for Learning		
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Partnership With Children

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Utilize the resources of the CFN, • Provide ongoing Professional Development on-site and off-site • Place licensed teachers in the coursework

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Maintain and increase the number of Lead Teachers • Programming decisions include a multitude of common planning time during the day and after school – all school in initiated <ul style="list-style-type: none"> ✓ Circular 6 common meeting times have been scheduled each day via Academy and Academy Content areas ✓ Preparatory period by content across Academies are available for teachers to meet daily ✓ Lead teachers are working collaboratively updating Curricular Maps with greater emphasis on sub-groups, ELLs and Special Education and multiple entry points ✓ Inquiry teams meet during the day aligning pedagogical strategies to the CCLS, lead by facilitators ✓ Inquiry team facilitators meet after school honing in on next steps and reflecting on findings • Along with AP, Lead teachers are planning Professional Development for during the day and after school as evidenced by our monthly PD plan. • Along with AP, teachers are inter-visiting making connections between Danielson rubric and CCLS. • PD's are running concurrently after school with Principal and AP analyzing literacy shifts in current CCLS Expectations. • Staff are invited to outside Professional Development opportunities through the Network and other sources • Staff are providing workshops to parents on CCLS

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose programs (STH, violence prevention, etc) is thoughtfully implemented in partnership and with oversight from our budget liaisons of our Network and in total accordance with the School Allocation Memo (SAM).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Lead teachers work closely with administration and other teachers across content areas and a Measure of Student Learning (MOSL) committee was established and designed to perform precisely this function of selecting and using multiple assessments. Professional Development varied opportunities are provided by our Network and the Department of Education.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 08	Borough Bronx	School Number 405
School Name Herbert H. Lehman		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Rose LoBianco	Assistant Principal Fiorella Cabrejos
Coach type here	Coach type here
ESL Teacher Osmond Wilson	Guidance Counselor William Pagan
Teacher/Subject Area Mike Torres	Parent Cyndy Perez
Teacher/Subject Area Lennox Henry	Parent Coordinator Rosaline Torruella
Related Service Provider Lydia Carrasquillo	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	10	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2094	Total number of ELLs	198	ELLs as share of total student population (%)	9.46%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										5	5	5	3	18
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	5	5	5	3	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	198	Newcomers (ELLs receiving service 0-3 years)	48	ELL Students with Disabilities	25
SIFE	9	ELLs receiving service 4-6 years	48	Long-Term (completed 6+ years)	108

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	52	9	1	53	0	6	93	0	18	198
Total	52	9	1	53	0	6	93	0	18	198

Number of ELLs who have an alternate placement paraprofessional: 3

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										60	47	21	15	143
Chinese													1	1
Russian														0
Bengali										1	3	7	8	19
Urdu												1		1
Arabic										9	3	1	1	14
Haitian														0
French										1	1		2	4
Korean														0
Punjabi														0
Polish														0
Albanian										2	4	2	2	10
Other										2	1	2	1	6
TOTAL	0	0	0	0	0	0	0	0	0	75	59	34	30	198

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										14	4	1	2	21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										28	19	13	9	69
Advanced (A)										32	32	21	23	108
Total	0	0	0	0	0	0	0	0	0	74	55	35	34	198

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	32		3	
Integrated Algebra	73		21	
Geometry	9		26	
Algebra 2/Trigonometry	6			
Math				
Biology				
Chemistry	1	1	1	1
Earth Science	18		2	
Living Environment	80		7	
Physics				
Global History and Geography	58		8	
US History and Government	31		8	
Foreign Language	24		21	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Data patterns show an increase in the number of students achieving a Proficient score on the NYSESLAT. In 2012, 41 ELLs tested Proficient on the NYSESLAT, while last year in 2013, 35 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 2013 177 tested at the Intermediate and Advanced levels, with 69 achieving an Intermediate score and 108 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 14 students testing at the Beginner level compared to 4 tenth grade students, only 1 eleventh grade student, and 2 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.

The majority of the students tested at the Advanced overall. 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

As of 10/31/2013 the RNMR report is not available.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Based on cohort accountability, 3 out of 32 ELLs who took the Comprehensive English Regents passed the exam. This is a passing rate of approximately 1%. At this time we have instructional support from our network. We also have content area instruction after school program with push in ESL support. 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 73 students who took the exam, 21 passed. The passing rate on the exam was 28%. 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. In addition, 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.

Of the 80 students taking the Living Environment Regents, 13 passed, reflecting a passing rate of 16 %. Similarly, 2 of 18 students passed the Earth Science Regents, representing a 11% 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. In this program we have a push-in ESL instructor working with these students.

Eight of 58 ELLs 8 passed the Global History Regents, representing a passing rate of 14 %. Similarly, eight of 31 ELLs taking the U.S. History and Government Regents passed, representing 26 %. 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, 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

At this time we are receiving support from the network and instruction through EngageNY. Also this year we have begun an Emergent Bilingual Program which uses translanguage strategies including an ESL instructor push in with content area teachers. Students also have classroom libraries that include literature and resources in their native language.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

6. 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.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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. Zappone. Ms. Zappone 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. Zappone is dual certified in ESL and Spanish) or in situations in which a family member who speaks English did not accompany the family, Ms. Zappone contacts specific pedagogues in the building to communicate with the family in their native language. At Lehman, there are approximately 230 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. Camovic communicates with the Albanian families, 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. Zappone 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 EES81QEB and ESS81QEB. 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 ESS85 and EES85QQL). Additionally, teachers use specific competency scores (i.e. Speaking, Listening, Reading, and Writing) to differentiate instruction in the classroom.
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.
 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. Zappone 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 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. 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.
 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

6. 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 2010, 20 out of 20 parents chose the Freestanding ESL program, in 2011, 7 out of 7 chose the Freestanding ESL program, in 2012 chose the Freestanding ESL program and this year in 2013, 6 out of 6 thus far have chosen the Freestanding ESL program. Through parent support and approval, Lehman's Freestanding ESL Program has expanded and continued to thrive. 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. Paste response to question here:

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 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 and Advanced).
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)?
 2. Based on their level of English Language Proficiency according to the LAB-R and/or NYSESLAT results, students are placed in Beginning, Advanced Beginning, Intermediate Advanced classes. At both the Beginning and Advanced Beginning 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 Intermediate 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 Advanced levels, the students benefit from the combination of a high-level ESL class plus a mainstream English class. Beginner and Advanced 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 of ELA instruction a day, totaling 225 minutes of ELA instruction as well.
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 foster language development and meet the demands of the Common Core Learning Standards.
 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. How do you ensure that ELLs are appropriately evaluated in their native languages 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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The curriculum that we have for the ELLs reflect the ELA curriculum. Also the ELLs receive language skills classes which gives the students the speaking and listening instruction needed for second language acquisition. Through our assessments(ex. NYSESLAT, formative, etc.) we focus on the modalities that the students need to improve to prepare them for proficiency.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Among Lehman's 198 ELLs, 9 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 198 ELLs, 52 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 198 ELLs, 53 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. Ninety-Eight 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 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.

e. 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.

7. 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?

We use ESL strategies such as differentiated instruction, visuals, technology, accountable talk and small group instruction (i.e. graphic organizers, interactive whiteboards, podcasts, jigsaw, etc.). In addition all the teachers of ELL-SWD have access to their students' IEP through our on-line school Skedula program that gives detailed information for each student.

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

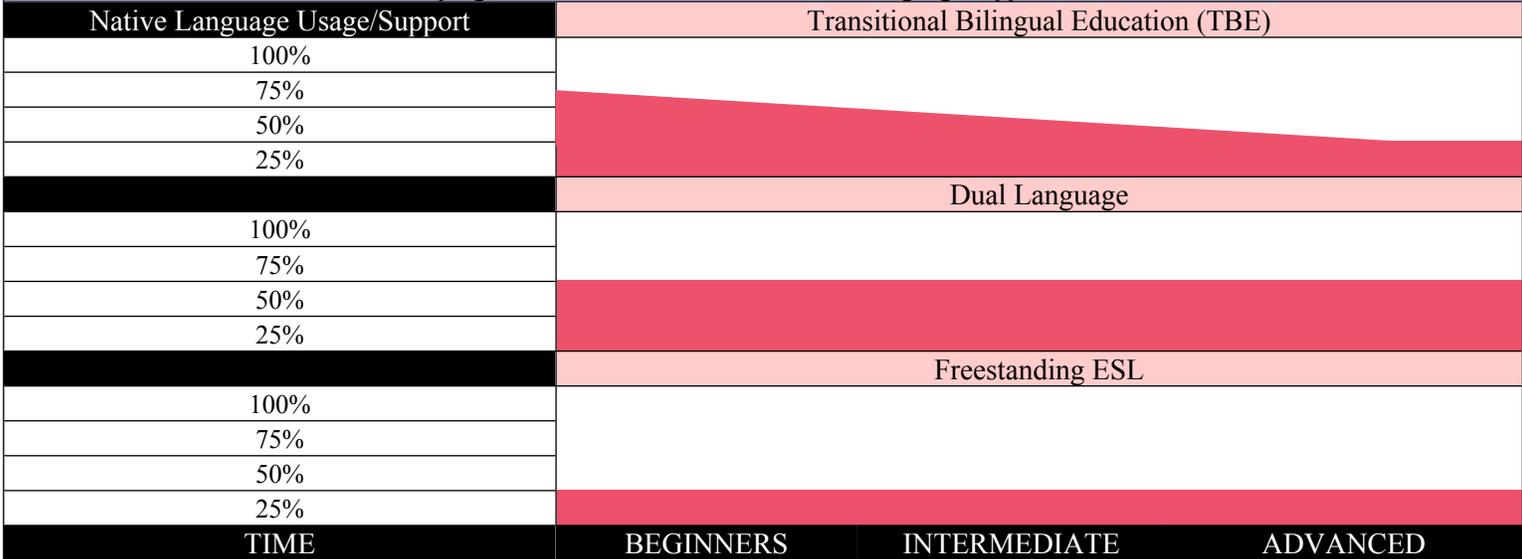
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.
8. The targeted academic intervention program at Lehman is an intensive after-school tutorial. The ELL subgroups targeted are newcomers and SIFE ELLs. 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our classes are separated by proficiency level which allows us to give the proper time and environment for each learner. The beginner classes are small and we have content area teachers as a result of the Emergent Bilingual grant.
11. What new programs or improvements will be considered for the upcoming school year?
- As a result of the Emergent Bilingual Program Grant, teachers have received seven iPads to be used in the classroom to further make use of technology to engage students. Additionally, the network 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.
12. What programs/services for ELLs will be discontinued and why?
- Previously our school had special classes for the long term ELLs which were discontinued because of low results from the NYSESLAT.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
12. As we begin our sixth 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).
14. 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

Northstar Introductory-Pearson-Longman, Second Edition

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, Spanish and Bangla for our classroom ESL libraries.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

17. The language electives that are offered at Lehman are: Spanish Year I (Spanish 1 & Spanish 2); Spanish Year II (Spanish 3 & Spanish 4); Spanish Year III (Spanish 5 & Spanish 6); Spanish Year III Heritage Language Arts Program (Spanish 5 & Spanish 6); Advanced Placement Spanish Language (Spanish 7 & Spanish 8); Advanced Placement Spanish Literature (Spanish 9 & Spanish 10); Italian Year I (Italian 1 & Italian 2); Italian Year II (Italian 3 & Italian 4); Italian Year III (Italian 5 & Italian 6); College-Level Italian (Italian 7 & Italian 8).

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

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). 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.

On November 5 we offered three hours of Professional Development for ESL. 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 4, December 2, January 6, February 3, March 3, April 7, and May 5). 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. In addition, the teachers in the Emergent Bilingual Program receive ongoing support from CUNYNYSIEB team of researchers and professors both in-house and outside at the CUNY Graduate Center.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X405**

School Name: **Herbert Lehman**

Cluster: _____

Network:

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 information from the ATS RHSP(Individual Student Profile) provides us with the data about the primary language spoken by each parent as well as the preferred language of communication with the Department. We also utilize emergency("blue") cards and Home Language Identification Survey to collect pertinent home language information. The Pupil Personnel Department, Guidance Department, and our ESL Compliance Specialist coordinate the gathering and dissemination of this information vital for keeping parents informed and involved.

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.

Our needs assessment reveals that about 9.5% of Lehman's parents speak a language other than English. The majority of these parents speak Spanish, and the smaller groups speak Bengali, Arabic, Albanian, Chinese, Tagalog and Urdu. Most ELL families are unable to provide the help their children need because they do not speak English. Parents are anxious to be involved in their children's education but are hindered by the language barrier.

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.

To meet the needs of the parents identified above, the DOE has provided us with translated documents in a number of languages. We utilize documents in languages other than English from the Office of English Language Learners website and the Parent Orientation video available in several languages. We will make every effort to ensure that students take notices home to parents as well as have the parent coordinator contact parents through mailings.

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.

We have created a pool of in-house volunteers (among other parents, bilingual teachers, and school staff) to perform written translation and oral interpretation at group and one-to-one meetings with parents.

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 parent Coordinator employs the DOE Translation Unit to ensure timely translation of school documents. In accordance with A-E of Section VII of Chancellors Regulation A-663, The Parents Bill of Rights, interpretation notice signs are displayed in the building.

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

