



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**08X405**

**School Name:**

**HERBERT H. LEHMAN HIGH SCHOOL**

**Principal:**

**ROSE LOBIANCO**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Herbert H. Lehman High School School Number (DBN): 08X405  
School Level: Comprehensive H.S. Grades Served: 9-12  
School Address: 3000 East Tremont Ave, Bronx, NY 10461  
Phone Number: 718-904-4200 Fax: 718-904-4235  
School Contact Person: Rose LoBianco Email Address: RLobian@schools.nyc.gov  
Principal: Rose LoBianco  
UFT Chapter Leader: Jeffrey Greenberg  
Parents' Association President: Lisa Mateo  
SLT Chairperson: Louis Cirillo  
Student Representative(s): Michelle Costa, Jason Santiago

**District Information**

District: 8 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Rm. 841, Bronx, NY 10458  
Superintendent's Email Address: cstaple@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rose LoBianco	*Principal or Designee	
Jeffrey Greenberg	*UFT Chapter Leader or Designee	
Lisa Mateo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michelle Costa Jason Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Scott DeBellis	Member/ AP-CSA	
Rosemary Kugler	Member/ UFT-Teacher	
Lennox Henry	Member/ UFT-Teacher	
Louis Cirillo	Member/ UFT-Teacher	
Elizabeth Rivera	Member/ Parent	
Chawanis Day	Member/ Parent	
Janet Bosch	Member/ Parent	
Carmen Montanez	Member/ Parent	
Karen Stewart	Member/ Parent	
Yvonne Myton	Member/ Parent	
Elaine Forgione	Member/ UFT-Secretary	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. </li> </ul>	

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- i. Tenet 1: District Leadership and Capacity
- ii. Tenet 2: School Leader Practices and Decisions
- iii. Tenet 3: Curriculum Development and Support
- iv. Tenet 4: Teacher Practices and Decisions
- v. Tenet 5: Student Social and Emotional Developmental Health, and
- vi. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

5. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
6. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
7. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

a. Lehman High School is a large high school located in the Bronx and currently serves 1500 students. The school is structured into small learning communities called Academies, each with its own unique elective focus, driven by the school’s collective vision to educate the whole child by providing students with a more personalized education experience through a unique structural design, diverse offering of electives and extracurricular opportunities. The expanded course offerings were designed with teacher and student input to support college and career readiness, including SUNY college-level courses and a wide array of Advanced Placement courses. After-school credit accumulation programs, school trips, internships, clubs and professional career days are organized to further support the college and career focus.

The mission of Lehman High School is to engage all students in challenging activities and academic discourse to support their deep understanding of content and their ability to demonstrate knowledge in speaking, writing and discipline-specific tasks. Our school lives this mission by programmatically designing content area common planning time and supporting teachers with strategies to strengthen pedagogical practice in Danielson Framework components 1e, 3b, 3c, and 3d.

Over the past several years, the school has focused heavily on furthering teacher development and refining its curricula in order to provide a robust and rigorous academic experience to all students during their years at Lehman. This work has been made possible through strategic organizational restructuring efforts that have been ongoing for the last three years, which have resulted in an increase in time devoted to teacher collaboration, the introduction of lead teachers and instructional leads that provide support to all teachers in all content areas, and an increase in extended learning opportunities for students after school and on Saturdays.

b. Lehman High School is unique because it offers our large faculty the opportunity to collaborate as smaller professional learning communities by content via common planning that is built directly into our daily schedule. This professional learning time is strengthened by content area lead teachers and Assistant Principals who are experts in their disciplines. We also believe that our school is unique in that our Academy structure offers our students a blended comprehensive model, which enables our students the ability to have a small school educational experience with the curricular diversity of a larger school. As part of the ongoing effort to educate the whole child, our school offers students a full social emotional program with daily advisories and peer group connections, teachers who are part of an “on call” intervention team for conflict resolution, teachers who are trained in particular socio-emotional curriculum, and significant partnerships – Partnership With Children, Center for Supportive Schools, the Leadership Program and Montefiore Clinic – in support of students’ social emotional health and well-being. These partnerships provide students with valuable opportunities for 11<sup>th</sup> and 12<sup>th</sup> grade student leaders to meet weekly with 9<sup>th</sup> grade mentees around structured activities and an advisory curriculum. Student leaders have attended workshops, retreats and training sessions. Student mentors and mentees are involved in a school-wide service learning project.

Lehman’s strengths include our curricular and extra-curricular diversity both during the day and after school. We are building on these strengths by incorporating additional college ready courses, Regents pathways, CTE pathways and internships into our curriculum, establishing additional partnerships, and maintaining our robust Extended Day Learning opportunities for students in the following manner:

- i. PM school – full 54 hour traditional coursework
- ii. PM school – full 54 hour blended online coursework
- iii. Targeted Intervention Recovery

- iv. Saturday Success Program
- v. Summer School (Traditional, Blended Online, Targeted Intervention Recovery)
- vi. Vast array of Clubs, Internships, Community Service Learning Opportunities
- vii. PSAL Sports Programs

The school's significant accomplishments include an increase in 1<sup>st</sup> year cohort students' credit accumulation including the bottom third over the last three years. The biggest challenge the school currently faces is its continued downsizing due to co-location which creates excessive teacher excessing and loss of varied programs.

- c. The DTSDE Tenet(s) in which Lehman High School made the most growth during the 2013-14 school year is within Tenet 2 and Tenet 3 as evidenced by our results from the 2013-14 NYC Quality Review which indicated that our school uses various assessment practices to analyze student performance, target instruction, and provide students with feedback in order to increase student achievement and academic progress over time (2.2), and conducts frequent cycles of observation with feedback that is aligned to the Danielson Framework to support improved teacher practice (4.1) .

The key areas of focus for this school year include prioritizing the CCLS, refining our units of study and ensuring that lessons' objectives, aims, tasks, formative assessments and texts are aligned to CCLS, while taking into account the data and needs of all students and subgroups. In this manner, students will be engaged in rigorous tasks and writing assignments to prepare them for college and career readiness, as a result of our school's effort to deepen academic rigor by consistently designing challenging tasks and utilizing effective questioning that elicits higher-order thinking and extends learning for students on all levels.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1575	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2014-15)					
# Visual Arts	27	# Music	15	# Drama	1
# Foreign Language	39	# Dance	4	# CTE	20
School Composition (2013-14)					
% Title I Population	64.0%	% Attendance Rate	78.3%		
% Free Lunch	65.9%	% Reduced Lunch	5.5%		
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%		

Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%
% White	10.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%
6 Year Graduation Rate	63.2%		
Overall NYSED Accountability Status (2014-15)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 Mathematics (2012-13)			
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 (2012-13)			
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	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	NO
Economically Disadvantaged	NO		

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strengths in the Capacity Framework Element of **Rigorous Instruction** include the Inquiry groups’ weekly meetings across contents in which teacher teams meet to analyze and discuss student data, construct item analysis, determine where students have gaps in instruction and employ instructional change strategies. Each content area is implementing cycles within the Inquiry process. This is connected to our curriculum writing, lesson planning and inter-visitiation schedule. This is evidenced by our proficient rating on the 2013-14 NYC Quality Review, indicator 2.2.

In reflecting on the HEDI Ratings from our DTSDE Review, we recognize that we need to further strengthen and refine curricula, especially ELA and Mathematics, in alignment with CCLS, to provide students with a range of opportunities and experiences that will enable them to access curricula and attain college and career readiness skills. Additionally, we must strengthen our practice of connecting the data and the needs of all students and sub-groups into this work. This reflection is supported by the NYC Quality Review evaluation, which state that we need to:

- Increase the alignment of curricula across grades and content areas to Common Core Learning Standards, and refine units of study in order to increase rigor in tasks to advance the post-secondary readiness of all learners.
- Deepen academic rigor by consistently designing challenging tasks and utilizing effective questioning that elicits higher-order thinking and extends learning for students on all levels.

In addition, the NYC School Quality Guide indicates that number of students in the school’s lowest third earning 10+ credits in their first, second, and third years was 52.5%, 28.0%, and 23.1%, respectively, for the 2013-14 school year.

In light of these findings and recommendations, we have established the priority need area for Rigorous Instruction to be improving the alignment of objectives, aims, tasks and assessments in every unit map and lesson plan with Common Core Learning Standards.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers will collaborate to produce and implement in their classrooms CCLS-aligned units of study and tasks, as measured by a 6% increase in credit accumulation by students designated in the school’s lowest third.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Establishment of weekly professional development plans will be created by the Lead Teacher team within the Office of Curriculum and Instruction which will focus on standards alignment, designing and implementing rigorous lessons and tasks aligned to standards. 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.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2014 to June 2015</p>	<p>Assistant Principals Principal Lead Teachers</p>
<p>2. Professional development will be embedded into teachers’ schedules each week via teacher Circular 6 professional period to foster collaboration, strengthen trust between colleagues, and revise units and tasks to align to CCLS.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2014 to June 2015</p>	<p>Assistant Principals Principal Lead Teachers</p>
<p>3. School administration will provide classroom visits to provide meaningful feedback to teachers regarding alignment of lessons and tasks to the CCLS, and best practices and strategies promoting student engagement in rigorous tasks. The observation schedule, as tracked by school leaders, will be aligned to the measurable objective above.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2014 to June 2015</p>	<p>Assistant Principals Principal Lead Teachers</p>
<p>4. School will implement a lesson study process starting with ELA and expanding to other core content areas for the purpose of co-developing a CCLS aligned lesson plan, observing it being implemented, and debrief the implementation with school leaders and participating teachers.</p>	<p>All teachers involved in Content Area Meetings</p>	<p>September 2014 to June 2015</p>	<p>Assistant Principals Principal Lead Teachers</p>

<p>5. Engage parents in monthly workshops that feature various topics, including reviewing curriculum, assessments, books and other resources in the coursework, assisting parents to interpret their children’s transcripts and use the school’s online grading system, Skedula, for the purpose of continuously monitoring their children’s progress in school. Monthly workshops will be hosted at the school and delivered by both school-based staff and community organizations.</p>	<p>Parent Coordinator SLT Members Teachers Guidance Counselors School Aides Community Organizations</p>	<p>September 2014 to June 2015</p>	<p>Principal Assistant Principals Parent Coordinator PA President</p>
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assistant Principal of Programming collaborating with principal in terms of schedule adjustments for common planning.

Per Session Funding:

- 1. and 4. Supervisor: 3 X 2 hrs./week X 30 weeks  
Teacher: 8 X 2 hrs./week X 30 weeks

- 5. Supervisors – 2 X 4 hrs. per week X 2 weeks  
Teachers – 3 X 4 hrs. per week X 2 weeks  
Guidance Counselors – 5 X 4 hrs. per week X 2 weeks  
Overtime – School Aides – 2 X 4 hrs. per week X 2 weeks

Per Diem Funding:

- 1. and 4. – Teachers: 4 X 2 times/month X 8 months

Prep Period Coverage:

- 1. and 4. - Teachers: 4 X 1 times/month X 8 months

OTPS:

- 1., 4. and 5. - Supplies: Paper, Toner, Pens, Pencils, Folders, Paper Clips, Markers, Highlighters, Folders, Binders
- 5. Non-Contractual Services – food and drinks

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													
Citywide Instructional Expectations													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students in the lowest third will have increased the number of credits earned by 3% as compared to the fall term 2013-14, as evidenced by school’s scholarship report.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe</li> </ul>		Yes		No
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specified?				
<ul style="list-style-type: none"><li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li></ul>				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strengths in the Capacity Framework Element of **Supportive Environment** is that our school systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students, as evidenced by the DTSDE ratings. Additionally, we have established and maintained significant partnerships which expand our social emotional programs for students. From the 2013-14 NYC School Survey, results indicated that 92 % of parents were satisfied with school culture, 90% of students indicated they need to work hard to get good grades and 82% of students indicated that teachers gave them extra help when needed.

In reflecting on the HEDI Ratings from our DTSDE Review, we recognize that we must strengthen overarching systems and protocols that support and sustain social emotional health and development via the Academy model for all constituents. In reflecting on the 2013-14 School Survey, for students and safety issues, 71% of students felt safe in classes and 60% felt safe in other school areas. The 2013-14 School Quality Guide indicates an attendance rate of 78% for last year – a 2% increase from the previous year, but still in need of improvement.

In light of these findings and recommendations, we have established the priority need area for Supportive Environment to be the establishment of protocols and communication by stakeholders in an effort to strengthen the impact of our social-emotional programs on overall school culture and school safety.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, students will feel greater engagement in an active and safe school environment as a result of expanded community partnerships, as measured by a 3% increase in school-wide attendance.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Increase the involvement of School Leadership Team with Social Emotional Partnerships through monthly participation at SLT meetings. Communication processes and protocols will be reviewed and revised in SLT meetings.	All SLT Members New and Existing Partners	September 2014 to June 2015	Principal Assistant Principals Parent Coordinator
2. Expand research-based Social/Emotional programs and Professional Development opportunities for all students and staff members, on and off-site, as provided by current and new partners.	All Teachers New and Existing Partners	September 2014 to June 2015	Principal Assistant Principals
3. Increase the clubs and after-school activities in our expanded learning program in collaboration with our current and new partners.	New and Existing Partners	September 2014 to June 2015	Principal Assistant Principals
4. In an effort to strengthen communication and trust with staff members, provide regular updates and information to all staff members through a redesigned website and weekly Staff Newsletters that emphasize available social emotional supports for students.  5. Engage parents in monthly workshops that feature various topics, including becoming involved in planning and decision-making in support of the education of their children and accessing community and support services. Monthly workshops will be hosted at the school and delivered by both school-based staff and community organizations.	All Teachers  Parent Coordinator SLT Members Teachers Guidance Counselors School Aides Community Organizations	September 2014 to June 2015  September 2014 to June 2015	Principal Assistant Principals Teachers  Principal Assistant Principals Parent Coordinator PA President

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Per Session Funding:**

- 2. – Supervisor: 1 X 2 hrs. per week X 35 weeks  
     Teachers: 5 X 2 hrs. per week X 35 weeks  
     Guidance Counselor: 1 X 2 hrs. per week X 35 weeks  
     Social Worker: 1 X 2 hrs. per week X 35 weeks
- 3. - Teachers:  
     3 X 8 hrs. per week X 30 weeks  
     3 X 4 hrs. per week X 25 weeks  
     3 X 4 hrs. per week X 20 weeks  
     10 X 2 hrs. per week X 20 weeks
- 4. - Teachers:  
     2 X 5 hrs. per week X 20 weeks  
     1 X 2 hrs. per week X 30 weeks
- 5. - Supervisors: 2 X 4 hrs. per week X 2 weeks  
     Teachers: 3 X 4 hrs. per week X 2 weeks  
     Guidance Counselors: 5 X 4 hrs. per week X 2 weeks  
     Overtime – School Aides: 2 X 4 hrs. per week X 2 weeks

**Per Diem Funding:**

- 2. - Teachers: 5 X 3 times per month X 2 months

**Prep Period Coverage:**

- 2. - Teachers: 5 X 25 coverages X 1 month

**OTPS:**

- 1. Transportation of Staff- food, drinks, paper set-up
- 2. Supplies – certificates, paper, toner, pens, pencils, markers
- 2. Educational Consultant – Partnership with Children - \$55, 000.00
- 5. Non-Contractual Services – food and drinks

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
AIDP Success Mentor; AIDP and VATEA													

**Part 6 – Progress Monitoring**

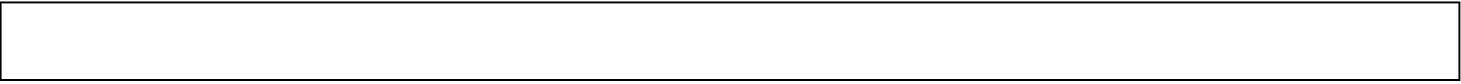
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, monthly attendance will have improved by 1.5% as compared to the 2013-14 school term.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

**Part 1b. Needs/Areas for Improvement:**

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strengths in the Capacity Framework Element of Collaborative Teachers is the expansion of our teacher teams to include content area collaboration where teachers meet daily on aligning curricula to Common Core Learning Standards and to further develop unit plans and lesson plan templates to effectively support students. In addition, teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress.

In reflecting on the HEDI Ratings from our DTSDE Review, we must strengthen lesson plans to ensure that all students have access to a rigorous curriculum. This includes consistent incorporation of strategies that are student-centered and increase student engagement such as with collaborative work, student choice, relevant tasks, student-to-student discussion and peer assessment. We must also work to increase the use of summative and formative assessments, including progress monitoring, interim measures and outcome assessments, and develop highly dynamic and responsive plans based on students’ strengths and needs. As per the 2013-14 NYC Quality Review, the school needs to deepen academic rigor by consistently designing challenging tasks and utilizing effective questioning that elicits higher-order thinking and extends learning for students on all levels. This was also reflected in the 39% pass rate on the Algebra Regents exam and the 50% pass rate on the ELA Regents exam last year.

In light of these findings and recommendations, we must strengthen teacher team collaboration to refine units of study in order to increase rigor and multiple entry points in tasks to advance the post-secondary readiness of all learners resulting in consistent access to rigorous learning experiences for all students.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers will collaborate in teams to adapt their curriculum and instructional practices to meet the needs of all students in the classroom, leading to higher levels of student engagement as measured by an increase in the number of students passing Regents exams in Algebra and English by 6%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> <li>1. As part of our effort to meet the needs of all students, while building trust among colleagues, lead teachers will work to develop and implement a teacher-to-teacher intervisitation schedule to observe the enactment of lesson plans which encompass multiple entry point strategies, followed by norming through developmental conversations facilitated by lead teachers and school leaders.</li> </ol>	All Teachers Assistant Principals	September 2014 to June 2015	Principal Assistant Principals Lead Teachers
<ol style="list-style-type: none"> <li>2. 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.</li> </ol>	All Teachers Assistant Principals	September 2014 to June 2015	Principal Assistant Principals
<ol style="list-style-type: none"> <li>3. In an effort to enhance the monitoring of curriculum development and teacher team practices, Principal will conduct weekly meetings with Lead Teachers and Assistant Principals in order to ensure that teachers are effectively meeting the learning needs of all students as they work to meet the expectations of the Common Core.</li> </ol>	All Teachers Assistant Principals	September 2014 to June 2015	Principal Assistant Principals
<ol style="list-style-type: none"> <li>4. ELA and Math Teacher teams will revise the curriculum being used for our Math and ELA Extended Learning Time support sessions to ensure all students are provided the opportunity to achieve successful outcomes on Regents Exams.</li> <li>5. Engage parents in monthly workshops that feature various topics, including understanding grade-level curriculum and assessment expectations. Monthly workshops will be hosted at the school and delivered by both school-based staff and community organizations.</li> </ol>	ELA and Math Teachers Guidance Counselors Assistant Principals  Parent Coordinator SLT Members Teachers Guidance Counselors	September 2014 to June 2015    September 2014 to June 2015	Principal Assistant Principals   Principal Assistant Principals Parent Coordinator PA President

	School Aides Community Organizations		
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session Funding:

2. Supervisor – 1 X 1 hr. per week X 30 weeks  
    Teachers – 8 X 1 hr. per week X 30 weeks  
    Secretary – 1 X 1 hr. per week X 25 weeks
1. Supervisors – 2 X 1 hr. per week X 25 weeks  
    Teachers – 4 X 1 hr. per week X 25 weeks
2. Teachers – 3 X 4 hrs. per week X 15 weeks
5. Supervisors – 2 X 4 hrs. per week X 2 weeks  
    Teachers – 3 X 4 hrs. per week X 2 weeks  
    Guidance Counselors – 5 X 4 hrs. per week X 2 weeks  
    Overtime – School Aides – 2 X 4 hrs. per week X 2 weeks

Prep Period Coverage:

1. Teachers – 4 X 2 times per month X 8 months
2. Teachers – 4 X 1 time per month X 8 months

Per Diem Funding:

2. Teachers – 4 X 2 times per month X 8 months

OTPS:

4. Educational Software – ELA/Math Prep Course - \$5,000.00
5. Non-Contractual Services – food and drinks

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Citywide Instructional Expectations

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, teachers will collaborate in teams to adapt their curriculum and instructional practices to meet the needs of all students in the classroom, leading to higher levels of student engagement as measured by an increase in the number of students passing Regents exams in Algebra and English by 3%.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	H

**Part 1b. Needs/Areas for Improvement:**

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strength in the Capacity Framework Element of **Effective School Leadership** is the organization of and appropriate allocation of resources and time in order to support instructional goals and increase student outcomes from a social-emotional and academic perspective as evidenced by a proficient rating in 2013-14 Quality Review, indicator 1.3, as well as the effective and highly effective ratings on the 2012-2013 DTSDE review. In addition, we have seen improvement in the percent of students that have obtained 10+ credits in their first year; per the NYC School Quality Guide, in 2013-14, the percent of students that obtained 10+ credits in their first year was 71%, which is a 16% increase from the year prior, and a 40% increase as compared to schools in the peer range.

In reflecting on the HEDI Ratings from our DTSDE Review and our 2013-14 Quality Review, we must strengthen the use of evidence-based systems to examine and improve teacher practice and provide them with targeted support in the critical areas that make progress toward mission-critical goals. In addition, the 2013-14 NYC School Quality Guide reveals that the school performed in the 16<sup>th</sup> percentile of its peer range for the percent of students that have earned 10+ credits in their second year and in the 4<sup>th</sup> percentile of its peer range for the percent of students that have earned 10+ credits in their third year.

Therefore, we must prioritize and revisit practices and systems that have a direct impact upon student achievement and provide regular evaluation of school level decisions that support the expectations of the Common Core Learning Standards.

## Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers will engage in targeted professional development opportunities that are aligned to their individual strengths and needs, leading to improved teacher pedagogy as measure by an increase in the number of students that gain 10+ credits in the their second and third years by 7%.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>7. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>8. Strategies to increase parent involvement and engagement</li> <li>9. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Each marking period, the Academy Directors and teachers will work collaboratively to analyze course-specific scholarship data and produce and monitor specific goals related to improving student outcomes.	All Teachers Assistant Principals	October 2014 to June 2015	Principal Assistant Principals
2. Principal and Assistant Principals will meet regularly with teachers to discuss IPC goals in relation to ADVANCE data and determine individualized professional development opportunities and next steps for improved pedagogy.	All Teachers Assistant Principals	September 2014 to June 2015	Principal Assistant Principals Parent Coordinator PA President
3. In addition to conducting frequent cycles of evaluative observation with targeted and consistent feedback that is aligned to the Danielson framework to support improved teacher practice, the principal and administration will implement increased non-evaluative visits to all classrooms, providing immediate written feedback. This practice is also intended to help strengthen trust between school leaders and teachers, as school leaders utilize conversations around the non-evaluative feedback to support teacher development.	All Teachers Assistant Principals	September 2014 to June 2015	Principal Assistant Principals
4. Credit recovery classes will be offered with varying methods of teacher delivery, in alignment with budgetary resources, after the school day during Extended Learning Time, including PM School, Targeted Intervention Recovery, Tutoring, Title III PM School Achieve, Title III Direct Instruction Program and Saturday School.	All Teachers Guidance Counselors Assistant Principals	September 2014 to June 2015	Principal Assistant Principals
5. Engage parents in monthly workshops that feature various topics, including technology training to build parents' capacity to assist their children at home in meeting the demands of rigorous instruction. Monthly workshops will be hosted at the school and delivered by both school-based	Parent Coordinator SLT Members Teachers Guidance Counselors	September 2014 to June 2015	Principal Assistant Principals Parent Coordinator PA President

staff and community organizations.	School Aides Community Organizations		
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session Funding:

1. Supervisors – 4 X 2 hrs. per week X 8 weeks  
Teachers – 3 X 2 hrs. per week X 8 weeks
  4. A) PM/TIR:
    - Supervisors – 2 X 5 hrs. per week X 30 weeks
    - Supervisor – 1 X 6 hrs. per week X 30 weeks
    - Teachers – 6 X 3 hrs. per week X 30 weeks
    - Teachers – 2 X 6 hrs. per week X 30 weeks
    - Teachers – 2 X 9 hrs. per week X 30 weeks
    - Teachers – 2 X 12 hrs. per week X 30 weeks
    - Guidance Counselor – 1 X 10 hrs. per week X 30 weeks
    - Lab Specialist – 1 X 4 hrs. per week X 25 weeks
    - Overtime – School Aides – 4 X 12 hrs. per week X 30 weeks
    - Overtime – Supervising School Aide – 1 X 12 hrs. per week X 30 weeks
  - 4.B) Tutoring:
    - Supervisor – 1 X 2 hrs. per week X 25 weeks
    - Teachers – 10 X 1 hr. per week X 25 weeks
  4. C) Saturday School:
    - Supervisors – 1 X 3 hrs. per week X 30 weeks
    - Teachers – 12 X 3 hrs. per week X 30 weeks
    - Lab Specialist – 1 X 3 hrs. per week X 30 weeks
    - Overtime – School Aides – 3 X 3 hrs. per week X 30 weeks
    - Overtime – Supervising School Aide – 1 X 3 hrs. per week X 30 weeks
  5. Supervisors – 2 X 4 hrs. per week X 2 weeks  
Teachers – 3 X 4 hrs. per week X 2 weeks  
Guidance Counselors – 5 X 4 hrs. per week X 2 weeks  
Overtime – School Aides – 2 X 4 hrs. per week X 2 weeks
- OTPS:
4. Educational Software – iLearn - \$20,000.00; Achieve 3000 - \$5,250.00; Newsela - \$1,800.00  
Non-Contractual Services – Student Celebrations; food and drinks  
Supplies – paper, toner, pens, pencils, notebooks, binders, folder, markers, highlighters, bilingual dictionaries, Certificates  
Transportation of Pupils - transportation
  5. Non-Contractual Services – food and drinks

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NYSTL Software

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 7% of students in the second and third year will earn 5+ credits as compared to the 2013-14 school year fall term, as evidenced by the credits earned report.

**Part 6b. Complete in February 2015.**

- |   |  |     |  |    |
|---|--|-----|--|----|
| 6. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 7. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

**Part 1b. Needs/Areas for Improvement:**

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strengths in the Capacity Framework Element of **Strong Family and Community Ties** include conducting multiple forms of outreach and a plethora of activities for parental involvement. Per the findings of the 2012-13 DTSDE review, the school leaders, staff and teachers were warm and welcoming and proactive in reaching out to them to report both student improvements and needs/concerns; in addition, workshops welcomed parents and supported their immediate and critical needs. The results of the 2013-14 NYC School Survey reveal that 98% of parents indicated that the school makes it easy for parents to attend meetings.

In reflecting on the HEDI Ratings from our DTSDE Review, we must strengthen parental understanding of data to promote dialogue between parents, students and school constituents centered on student learning and success. We need to increase family involvement in their children’s education in an effort to improve the school’s graduation rate, which is also an area of improvement for the school; in 2013-14, the graduation rate was 52.2%, as per the NYC School Quality Guide.

As parental involvement is vital to student success in high school, we identify the priority area to be to establish a more effective partnership and shared responsibility between parents and school for school improvement and student success.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-

bound.

In the 2014-15 school year, the school will increase the participation in and impact from parental engagement opportunities, resulting in an increase in the number of parents that feel welcome and engaged in the school community so they can better support their children’s academic and socio-emotional needs, keeping them on track to graduate as measured by a 5% increase in graduation rate.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>7. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>8. Strategies to increase parent involvement and engagement</li> <li>9. Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Strengthen the parent coordinator role to include a greater collaboration with Academy staff, in an effort to strengthen relationships and trust between the school and families. In addition, the Parent Association and SLT constituents will increase their connection to parents through increased use of surveys and feedback sessions to better determine and gauge individual family needs.</p>	<p>Parent Coordinator Parent Association SLT Members</p>	<p>September 2014 to June 2015</p>	<p>Principal</p>
<p>2. Increase the role of our community organizations to partner with families and provide monthly training and resources around identified needs.</p>	<p>Community Partners Parent Coordinator SLT Members</p>	<p>September 2014 to June 2015</p>	<p>Principal Assistant Principals Parent Coordinator PA President</p>
<p>3. In addition to the monthly workshops featuring various topics as described in the other action plans, the school will conduct Saturday Parent Guidance Events held in collaboration with our Parent Association and Title I Parents. Additionally, our Title III program will conduct various Guidance Events for the parents/guardian of our ESL students as well as classes for ESL parents/guardians.</p>	<p>Parent Coordinator SLT Members Teachers Guidance Counselors School Aides Community Organizations</p>	<p>September 2014 to June 2015</p>	<p>Principal Assistant Principals Parent Coordinator PA President</p>
<p>4. Work with teachers and parents to coordinate communication via K-12 phone system, Pupil Path online resource, and 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.</p>	<p>Parent Coordinator SLT Members Teachers Guidance Counselors School Aides Community Organizations</p>	<p>September 2014 to June 2015</p>	<p>Principal Assistant Principals Parent Coordinator</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session Funding:

- 2. - Teacher – 1 X 3 hrs. per week X 15 weeks
- 3. - Supervisors – 2 X 4 hrs. per week X 2 weeks
  - Teachers – 3 X 4 hrs. per week X 2 weeks
  - Guidance Counselors – 5 X 4 hrs. per week X 2 weeks
  - Overtime – School Aides – 2 X 4 hrs. per week X 2 weeks
- 4. - Teacher – 1 X 2 hrs. per week X 10 weeks

OTPS:

- 1. and 3. - Non-Contractual Services – food, drinks

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 6. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the number of students who are on track to graduate will have increased by 2.5% as compared to the fall term 2013-14, as evidenced by the mid-year on-track graduation report.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Off track for graduation  Under-credited in the Cohort  Lowest 3 <sup>rd</sup> student  Students with special needs  Regents preparation	<ul style="list-style-type: none"> <li>• Blended On-line Coursework (iLearn)</li> <li>• Teacher generated projects</li> <li>• Achieve 3000</li> <li>• Tutoring</li> </ul>	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday
<b>Mathematics</b>	Off track for graduation  Under-credited in the Cohort  Lowest 3 <sup>rd</sup> student  Students with special needs  Regents preparation	<ul style="list-style-type: none"> <li>• Blended On-line Coursework (iLearn)</li> <li>• Teacher generated projects</li> <li>• Achieve 3000</li> <li>• Tutoring</li> </ul>	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday
<b>Science</b>	Off track for graduation  Under-credited in the Cohort  Lowest 3 <sup>rd</sup> student  Students with special needs  Regents preparation	<ul style="list-style-type: none"> <li>• Blended On-line Coursework (iLearn)</li> <li>• Teacher generated projects</li> <li>• Achieve 3000</li> <li>• Tutoring</li> </ul>	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday
<b>Social Studies</b>	Off track for graduation  Under-credited in the	<ul style="list-style-type: none"> <li>• Blended On-line Coursework (iLearn)</li> <li>• Teacher</li> </ul>	One-to-One, small group, tutoring, clubs, PM, TIR	Every day during Circular 6, after school and on Saturday

	<p>Cohort</p> <p>Lowest 3<sup>rd</sup> student</p> <p>Students with special needs</p> <p>Regents preparation</p>	<p>generated projects</p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Tutoring</li> </ul>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Off track for graduation</p> <p>Under-credited in the Cohort</p> <p>Lowest 3<sup>rd</sup> student</p> <p>Students with special needs</p> <p>Regents preparation</p> <p>Repeated disciplinary infractions</p>	<ul style="list-style-type: none"> <li>• Lehman HS Intervention Team – guidance counselors, social workers, teachers during C6 professional period</li> <li>• The Leadership Program</li> <li>• Princeton Center for Learning</li> <li>• Office of School and Youth Development</li> </ul>	<p>One-to-One and small group utilizing the following strategies:</p> <ul style="list-style-type: none"> <li>• Peer Mediation</li> <li>• Conflict Resolution</li> <li>• Peer Mentoring</li> </ul>	<p>Every day during Circular 6, after school and on Saturday</p>

### 08X405 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	15	# Drama
				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%	
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%	
6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

## 08X405 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	15	# Drama
				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%	
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%	
6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

### 08X405 School Information Sheet Key

School Configuration (2014-15)				
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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	15	# Drama
				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
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6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

### 08X405 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
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				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%	
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%	
6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

### 08X405 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	15	# Drama
				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%	
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%	
6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

## 08X405 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching	48
Types and Number of Special Classes (2014-15)					
# Visual Arts	27	# Music	15	# Drama	1
# Foreign Language	39	# Dance	4	# CTE	20
School Composition (2013-14)					
% Title I Population	64.0%	% Attendance Rate			78.3%
% Free Lunch	65.9%	% Reduced Lunch			5.5%
% Limited English Proficient	9.4%	% Students with Disabilities			24.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			23.0%
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander			7.5%
% White	10.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			7
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			9.87
Student Performance for Elementary and Middle Schools (2013-14)					
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 (2012-13)					
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4			39.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits			51.8%
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate			52.2%
6 Year Graduation Rate	63.2%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 (2012-13)					
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 Mathematics (2012-13)					
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 (2012-13)					
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	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			NO
Economically Disadvantaged	NO				

## 08X405 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	1575	SIG Recipient
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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	51	# SETSS	7	# Integrated Collaborative Teaching
				48
Types and Number of Special Classes (2014-15)				
# Visual Arts	27	# Music	15	# Drama
				1
# Foreign Language	39	# Dance	4	# CTE
				20
School Composition (2013-14)				
% Title I Population	64.0%	% Attendance Rate	78.3%	
% Free Lunch	65.9%	% Reduced Lunch	5.5%	
% Limited English Proficient	9.4%	% Students with Disabilities	24.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	23.0%	
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander	7.5%	
% White	10.5%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)	9	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	7	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	8.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)	9.87	
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	61.8%	Mathematics Performance at levels 3 & 4	39.2%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.5%	% of 2nd year students who earned 10+ credits	51.8%	
% of 3rd year students who earned 10+ credits	44.0%	4 Year Graduation Rate	52.2%	
6 Year Graduation Rate	63.2%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 Mathematics (2012-13)				
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 (2012-13)				
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	YES	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	NO	
Economically Disadvantaged	NO			

**08X405 School Information Sheet**

## Section 7: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. Increase Credit Accumulation of off-track students in the graduating cohort by 5% during the 2014-2015 school year.
2. Increase opportunities for additional academic intervention support (tutoring and youth development) and fostering of academic and social-emotional growth in students through clubs (sports, arts, music, academics) to increase attendance and credit accumulation by 2% from the 2014-15 school year.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

- English Language Learners, Special Education and Lowest Third for all grades
- Off-track students in terms of credits and regents
- All students for enrichment purposes

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

10. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
11. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
12. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
13. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
14. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- Our program is structured to include: Credit Accumulation Programs of PM School, Online and Targeted Intervention Recovery, Online coursework as well as tutoring, all 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 Community Partnership and The Leadership Program provide a variety of clubs after school and incorporate advisory curriculum during the day which addresses leadership, team building, conflict management and social responsibility.
- Varying online coursework through our iLearn Program actively engages the unique learning needs and interests of all types of students, in a more non-traditional setting, with the discipline-specific teacher offering substantive interaction for students who are self-paced.
- Our credit accumulation and after school clubs include a variety of music and art. In fact, our art club is dedicated to the beautification of our school community.

- Academy Directors and Guidance Counselors are meticulously reviewing student transcripts to determine individual and school wide needs. Weekly, monthly, and marking period data are analyzed in terms of scholarship, Regents passing and credits earned.
- Programs have been developed to address identified needs, with an increased emphasis on literacy, online coursework and a more flexible programming structure.
- A designated Administrator oversees the credit accumulation program each afternoon/evening and meets with students. A designated Club Program Coordinator monitors program parameters and activities of the after-school clubs. Students are provided with snacks and transportation.
- Attendance is taken in each class and club and parental outreach and attendance are monitored daily. Guidance Counselors are on staff to support the social-emotional well-being of each student, along with our partner organization, The Leadership Program, onsite daily.
- Each credit accumulation class is instructed by a licensed discipline-specific teacher. Each club (non-credit bearing) is instructed by either our teachers on staff or the Leadership Program instructors who are DOE fingerprinted.

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	x	Voluntary	x	Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

- Provide families with letters home and students with updated programs including the after-school coursework.
- Hire support staff to make daily on-going outreach, inclusive of home visits and phone calls.
- Recruitment exists on particular days and periods for all Lehman students (usually during our lunch periods and during official class).
- Clubs, activities, and technology programs which appeal to student interests are created based on information from student surveys conducted during the prior year and during student lunch periods.

**Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.

If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

- Academy Directors and Guidance Counselors are meticulously reviewing student transcripts to determine individual and school wide needs. A designated Administrator oversees the credit accumulation program each afternoon/evening and meets with students. A designated Club Program Coordinator monitors program parameters and activities of the after school clubs.
- Attendance is taken in each class and club and parental outreach and attendance are monitored daily by school aide staff. Guidance Counselors are on staff to support the social-emotional well-being of each student, along with our partner organization, The Leadership Program, onsite daily.
- The Leadership Program provides its own onsite Coordinator who works collaboratively with the Program Coordinator overseeing and monitoring all facets of the ELT club, advisory and lunch and learn program. These partners assist in record keeping, attendance, recruitment, establishing curricular criteria in alignment with the school’s mission and vision, organizing trips, surveying students for interest and involvement, and analyzing data to monitor progress of student participation.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

PM/TIR:

Supervisors – 2 X 5 hrs. per week X 30 weeks X \$52.84

Supervisor – 1 X 6 hrs. per week X 30 weeks X \$52.84

Teachers – 6 X 3 hrs. per week X 30 weeks X \$51.51  
 Teachers – 2 X 6 hrs. per week X 30 weeks X \$51.51  
 Teachers – 2 X 9 hrs. per week X 30 weeks X \$51.51  
 Teachers – 2 X 12 hrs. per week X 30 weeks X \$51.51  
 Guidance Counselor – 1 X 10 hrs. per week X 30 weeks X \$55.38  
 Lab Specialist – 1 X 4 hrs. Per week X 25 weeks X \$48.14  
 Overtime – School Aides – 4 X 12 hrs. per week X 30 weeks X \$17.52  
 Overtime – Supervising School Aide – 1 X 12 hrs. per week X 30 weeks X \$19.52

**Tutoring:**

Supervisor – 1 X 2 hrs. per week X 25 weeks X \$52.84  
 Teachers – 10 X 1 hr. per week X 25 weeks X \$51.51

**Saturday School:**

Supervisors – 1 X 3 hrs. per week X 30 weeks X \$52.84  
 Teachers – 12 X 3 hrs. per week X 30 weeks X \$51.51  
 Lab Specialist – 1 X 3 hrs. per week X 30 weeks X \$48.14  
 Overtime – School Aides – 3 X 3 hrs. per week X 30 weeks X \$17.52  
 Overtime – Supervising School Aide – 1 X 3 hrs. per week X 30 weeks X \$ 19.52

**OTPS:**

Educational Software – I Learn - \$20,000.00  
 Non-Contractual Services – Student Celebrations; food and drinks  
 Supplies – paper, toner, pens, pencils, notebooks, binders, folder, markers, highlighters

**Clubs and Extracurricular Activities:**

Teachers:  
 3 X 8 hrs. per week X 30 weeks X \$51.51  
 3 X 4 hrs. per week X 25 weeks X \$51.51  
 3 X 4 hrs. per week X 20 weeks X \$51.51  
 10 X 2 hrs. per week X 20 weeks X \$51.51

**Part 3c. Timeline for implementation and completion, including start and end dates.**

October 2014 to June 2015.

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>Grants</b>		<b>School Success Grant</b>		<b>In Kind</b>

List below any additional fund sources that will be utilized to support achievement of the goal.

Citywide Instructional Expectations; VATEA

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a decrease in the number of Level 4 and 5 incidents by 5%, as evidenced by the OORS data as compared to the 2013-14 school year fall term.

**Part 5b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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## Section 8: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
x	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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"> <li>• Utilize the resources of the CFN</li> <li>• Provide ongoing Professional Development onsite and offsite</li> <li>• Place licensed teachers in classrooms</li> </ul>

**2b. 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"> <li>• Maintain and increase the number of Lead Teachers.</li> <li>• Programming decisions include a multitude of common planning time during the day and after school:             <ul style="list-style-type: none"> <li>○ Circular 6 common meeting times have been scheduled each day via Content areas.</li> <li>○ Lead teachers are working collaboratively updating curriculum maps with greater emphasis on sub-groups, ELLs and Special Education and multiple entry points.</li> <li>○ Inquiry teams meet during the day to align pedagogical strategies to the CCLS, led by facilitators.</li> <li>○ Inquiry team facilitators meet after school to hone in on next steps and reflect on findings.</li> </ul> </li> <li>• Along with AP, Lead teachers are planning Professional Development for during the day and after school as evidenced by our monthly PD calendar/plan.</li> <li>• Along with AP, teachers are inter-visiting for the purpose of making connections between the Danielson rubric and CCLS.</li> <li>• The Network and External Professional Developers and Coaches provide opportunities for staff to engage in pedagogical growth and discipline-specific curricular tasks aligned to expectations.</li> <li>• Staff is invited to outside Professional Development opportunities through the Network and other sources.</li> <li>• Staff is providing workshops to parents on CCLS.</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

na

**Part 4: SWP Schools Only**

**4a. 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.).

na

**4b. 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 during their Circular 6 assignments designing common assessments.
- A Measure of Student Learning (MOSL) committee was established and designed to perform precisely this function of selecting and using multiple assessments.
- A Professional Development Committee, comprised of teachers, was formed and engage in formulating professional development workshops, including using formative assessment in instruction.
- Professional Development is offered by the Network and outside Developers on the use of assessment in curriculum units and lesson plans.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,251,428		pgs., 12, 16, 19, 22 and 26
Title I School Improvement 1003(a)	Federal	\$16,961		p. 22

Title I Priority and Focus School Improvement Funds	Federal	\$302,913		pgs., 12, 16, 19, 22 and 26
Title II, Part A	Federal			
Title III, Part A	Federal	\$24,424		pgs., 22 and 26
Title III, Immigrant	Federal	\$6,407		pgs., 22 and 26
Tax Levy (FSF)	Local	\$8,089,816		pgs., 12, 16, 19, 22 and 26

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Herbert H. Lehman High School

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 the school. **Herbert H. Lehman High 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 the school and the families. The 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 the school community.

**Herbert H. Lehman High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

**Herbert H. Lehman High 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

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 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Herbert H. Lehman High School	DBN: 08X405
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 100
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

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: Our total population of students is 1,583, of which 165 are English Language Learners (as identified by the ELL Identification Process). Of that number, approximately 54 students have either failed or have been absent for the New York State Regents Exam in English Language Arts and 130 students have either failed or been absent for one or more Mathematics Regents exam (Integrated Algebra and/or CCLS Algebra, Geometry, or Trigonometry). The majority of our ELLs are Latino (80%), inclusive of former ELLs. These students appear in all cohorts (T, S, R, Q) indicative of their year of entrance into high school in NYS as determined by the NYCDOE however, some of these students may appear in different grade levels (9-12), as some are under-credited or lacking certain promotion criteria. Out of 53 eligible ELLs who sat for the ELA Regents last year, only 9.61% passed the exam with a 65 or above and in Mathematics only 31.4% of students passed any Math Regents exam with a 65 or above. In order to address the specific academic concerns of our ELLs we are providing structures to increase their credit accumulation and graduation rate.

The proposed Title III LEP Program will be called PM Direct Instruction and will support Lehman High School's ELLs in need of credit accumulation and content area support for ELA. The PM Direct Instruction program will also include a separate section exclusively for former ELLs (tested Proficient in 2013 and 2014) who are also in need of ELA Regents preparation which will take place in the Spring term to support their preparation and ensure their success on the ELA Regents. Students in the PM Direct Instruction program will receive in-depth preparation to succeed on the ELA Regents. The knowledge and skills acquired during the PM School Direct Instruction program for ELLs, will promote their academic growth and will afford students the opportunity to gain credits and fulfill the requirements toward graduation. Moreover, the skills and knowledge obtained will carry over into the regular school day, thereby enhancing each participant's success.

A specific number of ELLs has been identified and strategically chosen to participate in the PM School Direct Instruction program (100 students considered to be academically at-risk based on number of credits and promotion criteria by cohort and of which 50 are former ELLs). The teachers who will provide instruction in the PM School Achieve program for the ELA course are certified ESL teachers.

The proposed PM Direct Instruction program will consist of two separate sections of 25 students each and will meet one day after-school for 30 weeks for a total of 2.25 hours per day (4.50 hrs. per week for both sections). The ELA Regents Preparation section for former ELLs will consist of one section of 50

### Part B: Direct Instruction Supplemental Program Information

students and will meet one day after school for 10 weeks for a total of 2 hours per day. Bilingual glossaries, spanish version of textbooks (at no cost to Title III), Newsela and Achieve 3000 software support and peer-to-peer tutoring/translation services will also be provided. Students will receive snacks after school as part of our after-school programs at no extra cost via use of Title III funds.

### 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: Student achievement gaps amongst our ELLs in comparison to the mainstream population provide us data that support the dire need for targeted professional development for teachers and the revamping of existing curricula in ESL.

Ongoing professional development led by the ESL Coordinator and the ELA Lead Teacher and the Assistant Principal will cover planning unit maps aligned to ELA CCLS (unpacking the curriculum) and ESL standards and developing curricula across all levels of ESL (Beginner, Intermediate, Advanced) that is rigorous and promotes student language acquisition. The decision to focus on curriculum is a direct result of our ELL student data (ELA AYP and Regents passing rate).

ESL Teachers meet daily during period 3 during their Circular 6 assignment (at no cost to Title III). ESL Teachers will be provided time before or after school to develop curriculum as needed with the support of the ESL Instructional Lead Teacher to enhance and maximize their work during the day.

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

Begin description here: Our College Application Workshop Series is an added opportunity for our school to increase parental engagement and participation of the parents of our ELLs. These parent engagement workshops will take place on Saturdays (6 Saturdays in total) to support ELL parents and students with the college application process. A bilingual guidance counselor experienced in the college application process will meet with parents and students via scheduled individual and group sessions to guide them step by step with applying to college, applying for financial aid, scholarships, resume writing and to resolve any inquiries or concerns. These series of Saturday events are designed to encourage students to apply to college and increase their post-secondary options. This also supports the daily work by the College Office team and guidance counselors with regards to this process and serves as an extension of these services in an effort to increase ELL parental engagement at our school.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$24424

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	16,704	<p>Two teachers licensed in ESL to provide direct instruction for ELLs and former ELLs during our after-school program:</p> <p>2 teachers X 4.5 hrs. X 30 weeks X \$50.50= \$13,635 (per session rate includes fringe benefits)</p> <p>One teacher licensed in ESL to provide direct instruction in the Spring term for ELA preparation for former ELLs (Regents preparation exclusively):</p> <p>1 teacher X 2.5 hrs. X 10 weeks X \$50.50= \$1262 (per session rate includes fringe benefits)</p> <p>College Application Series for parents and students in senior year of high school:</p> <p>1 guidance counselor X 4 hrs. X 6 Saturdays X \$54.29= \$1302 (per session rate includes fringe benefits).</p> <p>Curriculum writing support:</p> <p>1 teacher X 10 hrs. X \$50.50= \$505 (total cost includes fringe benefits)</p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	0	0
Supplies and materials	470.00	3 Vietnamese Bilingual dictionaries X

**Part E: Budget**

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

Allocation Amount: \$24424

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		<p>\$19.75 each= \$59.25</p> <p>1 box of 300 award certificates X \$200= \$200</p> <p>Bilingual dictionaries and textbooks for Beginner level ELLs= \$3,136</p>
Educational Software (Object Code 199)	7,250	<p>70 Achieve 3000 licenses for Advanced Level ESL classes X \$75.00= \$5250</p> <p>100 Newsela licenses for Intermediate and Beginner Level ESL classes X \$18.00= \$1,800</p>
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>24,424</b>	<b>24,424</b>

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>08</b>	Borough <b>Bronx</b>	School Number <b>405</b>
School Name <b>Herbert H. Lehman</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Rose LoBianco</b>	Assistant Principal <b>Fiorella Cabrejos</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Osmond Wilson</b>	Guidance Counselor <b>William Pagan</b>
Teacher/Subject Area <b>Mike Torres</b>	Parent <b>Cyndy Perez</b>
Teacher/Subject Area <b>Lennox Henry</b>	Parent Coordinator <b>Rosaline Torruella</b>
Related Service Provider <b>Lydia Carrasquillo</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>2094</b>	Total number of ELLs	<b>198</b>	ELLs as share of total student population (%)	<b>9.46%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class										5	5	5	3	18
Discrete ESL class														0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	52	9	1	53	0	6	93	0	18	198

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>52</b>	<b>9</b>	<b>1</b>	<b>53</b>	<b>0</b>	<b>6</b>	<b>93</b>	<b>0</b>	<b>18</b>	<b>198</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>0</b>	<b>75</b>	<b>59</b>	<b>34</b>	<b>30</b>	<b>198</b>								

## 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
Intermediate(I)										28	19	13	9	69
Advanced (A)										32	32	21	23	108
Total	<b>0</b>	<b>74</b>	<b>55</b>	<b>35</b>	<b>34</b>	<b>198</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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
- 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 [AMAQ 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 additional 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 translanguaging 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.

## Part IV: ELL Identification Process

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

- 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](#).)
  - 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.   
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:

## Part V: ELL Programming

### 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.

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

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

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

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

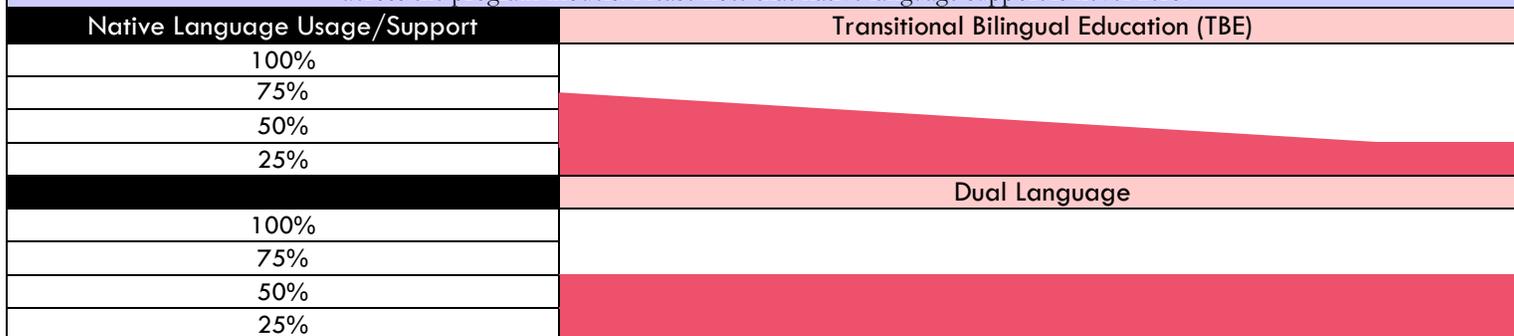
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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**

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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

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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.