



**26Q430 - FRANCIS LEWIS HIGH SCHOOL  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 26Q430-FRANCIS LEWIS HIGH SCHOOL  
ADDRESS: 58-20 UTOPIA PKWY., FRESH MEADOWS, NY 11365  
TELEPHONE: 718-281-8200  
FAX: 718-357-5903**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 26Q430      **SCHOOL NAME:** Francis Lewis High School

**SCHOOL ADDRESS:** 58-20 Utopia Parkway, Fresh Meadows, NY 11365

**SCHOOL TELEPHONE:** 718-281-2800      **FAX:** 718-357-5903

**SCHOOL CONTACT PERSON:** Musa Ali Shama      **EMAIL ADDRESS:** mshama@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Musa Ali Shama

**PRINCIPAL:** Musa Ali Shama

**UFT CHAPTER LEADER:** Arthur Goldstein

**PARENTS' ASSOCIATION PRESIDENT:** Leslie O'Grady & Jeanette Cunalata, Co-Presidents

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Susan Tsang & Albert Wah

**DISTRICT AND NETWORK INFORMATION**

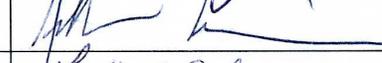
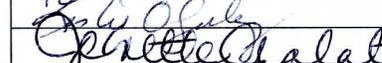
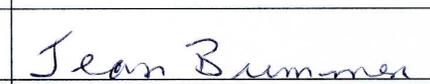
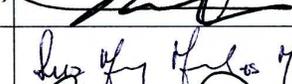
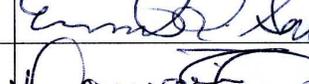
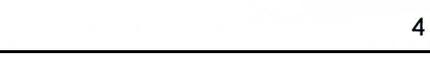
**DISTRICT:** 26      **CHILDREN FIRST NETWORK (CFN):** CFN201

**NETWORK LEADER:** Gerard Beirne

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Musa Ali Shama	*Principal or Designee	
Arthur Goldstein	*UFT Chapter Chairperson or Designee	
Leslie O'Grady	*PA/PTA President or Designated Co-President	
Jeanette Cunalata	Title I Parent Representative (suggested, for Title I schools)	
Jean Brimmer	DC 37 Representative, if applicable	
Albert Wah	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Susan Tsang	CBO Representative, if applicable	
N/A		N/A
Erik McCarthy	Member/CSA	
David Marmor	Member/CSA	
Madelon Leone	Member/UFT	
Richard Gogarty	Member/UFT	
Luz Mary Morales	Member/Parent	
Charles Pope	Member/Parent	
Ernest Sutton III	Member/Parent	
Damaris Torres	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\*Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Francis Lewis High School takes a great deal of pride in being recognized as one of the elite schools in the New York City Department of Education. An "A" rated school with a strong sense of community, FLHS is committed to preparing our students for post secondary success. Our unique guidance approach ensures personalized attention to address the students' individual needs. In addition, our state of the art data systems monitor student progress and achievement. As a result, our students are academically prepared and challenged for the future. In our college bound culture, students thrive in the safe and secure learning environment which focuses on developing 21st Century Leaders. Our exemplary status has made us the number one most selected high school in NYC.

### **COURSES AND PROGRAM HIGHLIGHTS:**

**Math and Science Research Institute:** Our award winning Gifted & Talented "Math and Science Research Institute" has repeatedly received high level honors such as Siemens national finalists and Intel semi-finalists. AP course work is embedded in the sequence of classes starting sophomore year.

**University Scholars Program:** The highly desirable University Scholars Program engages students in a rigorous scholastic experience in the Liberal Arts. Students from this program routinely enter Ivy League and top universities around the country.

**Jacob Javits Law Academy:** Jacob Javits Law Academy distinguishes itself with recognition in competitions in Mock Trial, Lincoln-Douglas Debate, internship experiences, and college accredited course work. A cohesive small learning community that has all the benefits of being in a large school.

### **OTHER EXCITING PROGRAMS AT FRANCIS LEWIS HIGH SCHOOL:**

**Gateway Institute for Pre-College Education:** Gateway Institute for Pre-College Education stresses the importance of advanced placement courses, Regents curricula, and exploration of college life. Students will learn about the academic requirements for professions in the sciences and medical fields.

**Forensic Science:** Students will work hands on in the collection, identification, and interpretation of physical evidence and the application of science in criminal justice. Students will take part in a course of study which includes introduction to forensics, crime scene modeling, genetics of forensics, and college accredited courses included. Our very own "CSI".

**Sports and Health Sciences:** A course of study in the area of health that applies scientific knowledge to prevent, manage, and rehabilitate injuries related to sports and everyday life. Courses will include introduction to sports medicine, Bioethics, Anatomy, EMT, and college accredited courses included. Students completing the program will be certified by the American Heart Association and Red Cross.

**Engineering:** Students will acquire and apply scientific, mathematical, and practical knowledge to design and build structures, machines, devices, and systems for the safety and needs of society.

Students will prepare for careers in the fields of Robotics, Civil, Mechanical, and Architectural Engineering. Course will include Introduction to Engineering – using Lego Mind Storm Robots, Engineering Mechanics – Using Autodesk Suite, and Robotics.

**Digital Media & Entrepreneurship:** A career and technical education program that attracts a diverse group of talented, intellectually engaged students for interdisciplinary exploration in the digital media arts. The curriculum enables students to investigate innovative approaches to practice, that fosters both individual inquiry and high-level collaboration. The primary objective of the program is to prepare creative critical thinkers to become leaders in their fields.

**ADVANCED PLACEMENT COURSES:**

Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science A, Economics: Macro, English Literature and Composition, French Language, Government and Politics: United States, Japanese Language and Culture, Physics B, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Spanish Language, Spanish Literature, Statistics, United States History, and World History.

**SCHOOLWIDE AWARDS & RECOGNITIONS:**

**SCIENCE** - Siemens Westinghouse National Finalists, Intel Science Talent, Search Semi-Finalists, Young Epidemiology, Scholars Finalist, Stockholm Junior Water, Prize Semi-Finalist

**MATHEMATICS** - Columbia Scholastic Press Association Gold Medal, American Scholastic Mathematics Association First Place, NYS Mathematics Association Regional Champions, NYC Interscholastic Mathematics League First Place-Senior A Division, American Mathematics Association Competitions Merit Roll

**SOCIAL STUDIES** - Lincoln-Douglas Debate Team City Champions

**ENGLISH** - NCTE Literary Magazine Excellence Award

**JROTC** - National Army JROTC Academic Champions, National Drill Champions, National Raider (Fitness) Champions, Honor Unit with Distinction

**MUSIC** - Concert Choir-NYSSMA Gold Award with Distinction, Concert Band- NYSSMA Silver Award

**SCHOLARSHIPS** - NY Times, Posse, Gates, Seinfeld, JP Morgan Chase - Thomas G. Labrecque Smart Start

**PSAL SPORTS** - Girls' Volleyball City Champions, Girls' Softball City Champions, Boys' Soccer Queens Champions, Boys & Girls Queens Swimming Champs, Girls Basketball City Champ Finalists

**PARTNERSHIPS:**

**Community-Based Organizations:** Coalition for Asian American Children and Families, Flushing Young Men's Christian Association (YMCA), Chapin Home for the Aging, Queens Mediation Services, Queens Theater in the Park, St. Luke's Roosevelt Hospital, NY Hospital Queens, Stony Brook University Medical Center, Mount Sinai Medical Center, Row New York

**Higher Education Institutions:** Queens College, Queensborough Community College, St. John's University, Hofstra University, York College, The Sophie Davis School of Biomedical Education at the City College of New York, Columbia University, Polytechnic University at New York University (NYU-Poly), John Jay College

**Not-for-Profit:** Ozanam Hall Nursing Home

**Corporate:** Proskauer Rose, T.J. Maxx, Toys-R-Us

**Other:** Marathon Program, Day Care 811 @ PS 136, Queens Center for Progress, Co-op Tech, Vocational and Educational Services for Individuals with Disabilities (VESID)

**EXTRACURRICULAR ACTIVITIES:**

**Leadership & Support:** Service Corps, Conflict Resolution Program, Peer Mediation and Negotiation

**Academic:** Publications in all subject areas, Math Team, Authentic Science Research, Mock Trial, Debate Team, Moot Court **Artistic:** Performing Arts (Broadway Production), Dance, Marching Band, Concert Choir, Mixed Chorus, Jazz Band, Honors Orchestra, Fashion Design, Photography

**Clubs:** Robotics, Italian, African Heritage, Chinese, Korean, Hebrew, Hellenic, French, Japanese, Muslim Students Association, "Patriot" Newspaper, Dance, Desi, Horticulture, Pre-Med Association, Seekers, Cheerleading, Step Squad, Key, ASPIRA

**PSAL SPORTS TEAMS:**

**Boys:** Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Fencing, Handball, Indoor Track, Outdoor Track, Soccer, Swimming, Tennis, Volleyball, Wrestling

**Girls:** Basketball, Bowling, Fencing, Indoor Track, Outdoor Track, Soccer, Softball & JV Softball, Swimming, Tennis, Volleyball

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

**School Name:** Francis Lewis High School  
**District:** 26      **DBN:** 26Q430      **School BEDS Code:** 342600011430

**DEMOGRAPHICS**

Grades Served:	Pre-K	3	7	11	√
	K	4	8	12	√
	1	5	9	Ungraded	√
	2	6	10		√

**Enrollment**

(As of October 31)	2007-08	2008-09	2009-10
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	1223	1108	1118
Grade 10	1239	1222	1149
Grade 11	1015	1066	1069
Grade 12	914	990	1040
Ungraded	81	57	84
<b>Total</b>	<b>4472</b>	<b>4443</b>	<b>4460</b>

**Attendance - % of days students attended :**

(As of June 30)	2007-08	2008-09	2009-10
	91.3	92.2	TBD

**Student Stability - % of Enrollment :**

(As of June 30)	2007-08	2008-09	2009-10
	95.8	96.1	TBD

**Poverty Rate - % of Enrollment :**

(As of October 31)	2007-08	2008-09	2009-10
	26.7	30.0	48.5

**Students in Temporary Housing - Total Number :**

(As of June 30)	2007-08	2008-09	2009-10
	9	51	TBD

**Recent Immigrants - Total Number :**

(As of October 31)	2007-08	2008-09	2009-10
	154	161	127

**Special Education Enrollment:**

(As of October 31)	2007-08	2008-09	2009-10
# in Self-Contained Classes	249	220	225
# in Collaborative Team Teaching (CTT) Classes	51	74	90
Number all others	132	158	152

*These students are included in the enrollment information above.*

**Suspensions (OSYD Reporting) - Total Number:**

(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	183	133	TBD
Superintendent Suspensions	17	16	TBD

**Special High School Programs - Total Number:**

(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	304	272
Early College HS Program Participants	0	0	0

**English Language Learners (ELL) Enrollment:**

(BESIS Survey) (As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	12	166	221
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	508	322	266

**Number of Staff - Includes all full-time staff:**

(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	221	229	TBD

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	52	55	95	Number of Administrators and Other Professionals	53	58	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	18	16	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	89	87	TBD	% fully licensed & permanently assigned to this school	96.9	97.4	TBD
				% more than 2 years teaching in this school	80.9	78.1	TBD
				% more than 5 years teaching anywhere	74.7	75.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	86.0	86.0	TBD
American Indian or Alaska Native	0.1	0.2	0.2		88.1	88.3	TBD
Black or African American	12.1	10.7	9.7				
Hispanic or Latino	23.3	24.2	24.4				
Asian or Native Hawaiian/Other Pacific Isl.	48.0	48.3	49.5				
White	16.6	16.6	15.6				
<b>Male</b>	49.9	48.9	48.2				
<b>Female</b>	50.1	51.1	51.8				

**2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<u>Phase</u>				<u>Category</u>		
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level

ELA:  
Math:  
Science: -

Secondary Level

ELA: X  
Math: √  
Graduation Rate: √

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	√	√	√	
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-	-	
Black or African American				√	√		
Hispanic or Latino	-	-	-	√	√		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	√	√		
White				√	√		
Multiracial							
Students with Disabilities	-	-	-	X	√		
Limited English Proficient	-	-	-	X	√		
Economically Disadvantaged	-	-	-	√	√		
<b>Student groups making AYP in each subject</b>	0	0	0	6	8	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

Overall Letter Grade: A  
Overall Score: 70.2  
**Category Scores:**  
School Environment: 9.9  
*(Comprises 15% of the Overall Score)*  
School Performance: 15.6  
*(Comprises 25% of the Overall Score)*  
Student Progress: 37.7  
*(Comprises 60% of the Overall Score)*  
Additional Credit: 7

Quality Review Results – 2008-09

Overall Evaluation: W  
**Quality Statement Scores:**  
Quality Statement 1: Gather Data W  
Quality Statement 2: Plan and Set Goals √  
Quality Statement 3: Align Instructional Strategy to Goals W  
Quality Statement 4: Align Capacity Building to Goals W  
Quality Statement 5: Monitor and Revise W

**KEY: AYP STATUS**

√ = Made AYP  
√<sup>SH</sup> = Made AYP Using Safe Harbor Target  
X = Did Not Make AYP  
- = Insufficient Number of Students to Determine AYP Status

**KEY: PROGRESS REPORT DATA**

NR = Data Not Reported

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped  
▶ = Underdeveloped with Proficient Features  
√ = Proficient  
W = Well Developed  
◊ = Outstanding  
NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Serious overcrowding presents a major obstacle to continued improvement. Our building is at 200% of capacity. The absence of available space during most of the day prevents us from offering additional remedial and elective courses at the most opportune times. Space for support services is insufficient, forcing pupil personnel staff to share space. Demand for our athletic facilities results in teams practicing until 7pm and on weekends.

The size of our student body, space constraints, and our annualized program make midyear program changes cumbersome. We must develop less disruptive ways to adjust student programs as new performance information is received, and to provide new academic intervention services, and to provide appropriate teacher support when goals are not being met.

The number of recently arrived ELL students entering Lewis in grades 11 and 12 continues to increase, thus making it more difficult to meet four year graduation standards for this group.

Instructional improvement is somewhat hampered by less than satisfactory teaching by several tenured senior faculty. This situation is exacerbated by the fact that as a desirable school we have been the recipient of several weak teachers who came to Lewis under the now defunct UFT seniority transfer plan. Rating teachers unsatisfactory and pressing for termination continues to be an overly tedious procedure that is detrimental to our students, but we have pursued it when necessary and appropriate.

A major problem continues to be the absence of uniform and timely data from feeder schools, and the late receipt of 8<sup>th</sup> grade ELA, math, and NYSELAT/LAB scores. Out of necessity, students are programmed prior to the receipt of the most up-to-date data. Hopefully the implementation of NYSTART and ARIS will relieve this situation.

When data indicates poor academic performance or progress, new courses are developed e.g 7/8 period math and science instruction, 10<sup>th</sup> year required writing and speech seminar, Summer Bridge for at-risk entering 9<sup>th</sup> graders; special regents review courses for ELLs and students who have previously failed the regents. Independent study and individual curriculum units are also developed in response to data analysis. Struggling readers in both special education and mainstream classes are programmed for the Wilson Reading Program. A math class for "at-risk" bilingual students has been scheduled. Students who received intervention services in grade 9 were programmed for special sections of the second year curriculum for monitoring, teachers advised. Teachers were advised of previous successful interventions.

During 2010-2011 The ZLID and ZSOPH Program provides an effective means for students to "retrieve" credits and graduate in a timely fashion. Science failures have been significantly reduced through innovative programming which incorporates labs with regular class time.

1. Further integration of I.S.S. and mainstream instructional program.
2. We must focus on using individual student data to develop differentiated instructional strategies in the classroom. Projected use of ARIS by all faculty will facilitate this process.
3. There is a need to further train content area teachers for work with ELLs and Special Education students.

Additional time and resources need to be directed toward daily monitoring and feedback for less than satisfactory teachers. Instruction in the use of technology now available in the classroom should be scheduled on a regular basis. Ongoing support for new teachers, and less than satisfactory teachers, should be expanded. We need to continue to address the passing percentage differences between teachers teaching the same course level. Providing common planning time in a highly over utilized building on four different time schedules.

Continued progress in 2011-2012 will be addressed by:

1. Addressing grading discrepancies between teachers
2. Expanded translation services
3. Small group guidance
4. Incorporating Academic Intervention Services (AIS) in all disciplinary hearings with guidance counselors
5. Increased opportunities to share goals with parents and students. Departmental expectations and teacher expectations are reinforced through:
  - Student assemblies
  - Small group guidance sessions
  - Written notices to students and parents
  - Expanded school website
  - Parent Coordinator's emailed newsletters
  - PA Meetings with assistant principals
6. Differentiating instruction based on students needs as defined by new data sources and classroom performance (soft and hard data), including ARIS system, and nySTART
7. Expansion of classroom equipped with current technology for enhanced teaching and learning. Professional development by teachers has been scheduled to encourage use of these new facilities.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

<b>Goal 1: Increase credit accumulation of Hispanic Males</b>
<b>Objective:</b> 2% increase in Hispanic males earning 10+ credits
<b>Summary: Action Plan:</b> <ol style="list-style-type: none"><li>1. Focused guidance interventions and group counseling.</li><li>2. Create Hispanic Club role models and mentors.</li><li>3. Conduct workshops for parents concerned about legal status.</li><li>4. English and technology workshops for parents.</li><li>5. Get involved in outside Hispanic community agencies; find more positive approaches.</li></ol> <b>Objective evidence to be used to evaluate progress towards meeting this goal are:</b> <ol style="list-style-type: none"><li>1. Report Cards</li><li>2. Guidance Logs</li><li>3. Workshop Attendance</li><li>4. Outreach Response</li><li>5. Low Inference Observations</li></ol>
<b>Goal 2: Increase credit accumulation of students with IEPs</b>
<b>Objective:</b> 2% increase in student's with IEPs earning 10+ credits
<b>Summary: Action Plan:</b> <ol style="list-style-type: none"><li>1. Precision programming for building cohesive teams</li><li>2. Common Prep</li><li>3. Restructuring of Resource Room</li></ol> <b>Objective evidence to be used to evaluate progress towards meeting this goal are:</b> <ol style="list-style-type: none"><li>1. Guidance Logs</li><li>2. Report Cards</li><li>3. Annual IEP Meetings</li><li>4. Low Inference Observations</li></ol>
<b>Goal 3: Increase passing rate of ELLs in Global History Regents</b>
<b>Objective:</b> 2% increase in the passing rate of ELL students taking the Global History Regents
<b>Summary:</b> <ol style="list-style-type: none"><li>1. Additional training for content area ELL teachers/team teaching (ESL teachers and content area teachers)</li><li>2. Increased parental involvement/greater communications (native language interpretation/translation in more languages)</li><li>3. Block programming for low proficiency ELLs</li><li>4. Smaller class sizes</li><li>5. Increased use of technology/Language Labs</li></ol>

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**Subject/Area (where relevant):** ISS – Graduation Rate

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the number of ISS students earning 11 or more credits per year by 2% by June 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers and guidance counselors will monitor, with the use of date, academic progress and attendance issues to determine at-risk students after each marking period.</li> <li>2. Related service providers will work with their students to address academic, social and emotional concerns to help keep students on task for graduation throughout the year.</li> <li>3. Incoming ISS students with level I and II in ELA will participate in Direct Instruction (Level I) and Read 180 (Level II) to increase the reading levels of diploma bound students.</li> <li>4. Classes will be created during the school day specifically designed for Regent and RCT preparation.</li> <li>5. Periodic meetings with teachers to identify and discuss at-risk students and formulate plans of action for remediation.</li> <li>6. The notification of parents of at-risk students with an eye toward enlisting their cooperation.</li> <li>7. ISS department will increase the number of students in the Least Restrictive Environment (mainstreaming, CTT, decertification).</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. New staff teaching in the ISS department will be trained in the Essential Elements of Instruction.</li> <li>2. Allocation of funds for Read 180 program-training, materials, books, library and computer software.</li> <li>3. Review classes on Saturdays or after school for Regents and RCT's.</li> <li>4. Informing administration of necessary per session monies needed to be allotted for Regent and RCT preparation classes outside of regular school hours.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Information resulting from IEP conferences and case conferences with staff for at-risk students.</li> <li>2. Periodic assessment of identified students' progress through examination of report card grades and teacher progress reports.</li> <li>3. Teachers, Guidance counselors and related service providers in communication with parents.</li> </ol>

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**Subject/Area (where relevant):** ISS – Regents

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To reduce the barring rate of students with IEPs by 20%, thus increasing the number of ISS students sitting for science Regents, by June 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will monitor, with the use of data, the number of labs completed to identify students at-risk of being barred early.</li> <li>2. Related service providers and SETTS teachers will work with science teachers to ensure students' timely completion of labs.</li> <li>3. Teachers and guidance counselors will monitor, with the use of data, attendance of science classes. They will make documented outreach to parents of students not attending.</li> <li>4. Professional development will be provided to SETTS teachers to enhance their ability to provide assistance to students in need of help writing lab reports.</li> <li>5. Make-up labs will be scheduled using the ICT model specifically for students with disabilities.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. Informing administration of necessary per session monies needed to be allotted for lab makeup classes outside of regular school hours.</li> <li>2. Assigning paras to assist students in lab classes to provide additional support.</li> <li>3. Having dual licensed teachers in the ISS science classes.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. The number of students eligible to sit for science regents will be examined and compared to the eligibility of the mainstream students.</li> <li>2. The percentage of students sitting for science regents will go up once the ineligibility number goes down.</li> </ol>

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**Subject/Area (where relevant):** ISS – Graduation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of ISS students passing the Global and US History Regents with above a 65%, by 2%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Provide professional development to ISS and mainstream teachers on differentiation of instruction and implementation of accommodations mandated in the IEP.</li> <li>3. Teachers and guidance counselors will monitor, with the use of data, attendance of social studies classes. They will make documented outreach to parents of students not attending.</li> <li>4. Professional development will be provided to SETTS teachers to enhance their ability .</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1. Having dual licensed teachers in the ISS social studies classes.</li> <li>2. Provide common planning time to the ICT teachers to foster collaborative lesson planning.</li> <li>3. Monies will be used toward tutoring outside of school hours.</li> <li>4. SETTS teachers will be provided with specific test-prep materials for Global and U.S History Regent and RCTs.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>.1. Passing percentages on exams.</li> <li>2. The increase in students earning RCT credit vs. Regent credit.</li> </ol>

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**Subject/Area (where relevant):** ISS – Graduation Rate

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the number of ISS ELL students earning 11 or more credits per year by 2% by June 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Implementation of summer enrichment program targeting specifically the ISS ELL population.</li> <li>2. Implementation of Read 180 LBook, a literacy program geared toward increasing the reading levels of level I and II students.</li> <li>3. Incoming ISS students with level I and II in ELA will participate in Direct Instruction or System 44 (Level I) and Read 180 (Level II) to increase the reading levels.</li> <li>5. Periodic meetings with teachers to identify and discuss at-risk students and formulate plans of action for remediation.</li> <li>6. The notification of parents of at-risk students with an eye toward enlisting their cooperation.</li> <li>7. ISS department will provide on site graduate courses to licensed ESL teachers in an effort to get dually licensed ESL/ISS teachers.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1 .New staff teaching in the ISS department will be trained in Read 180 and System 44.</li> <li>2. Allocation of funds for Read 180 program-training, materials, books, library and computer software.</li> <li>3. Collaborative planning will be done between ISS and content area teachers in an effort to infuse vocabulary across curriculum.</li> <li>4. Use of Title I grant monies toward ongoing staff development for the Read 180 and System 44 programs.</li> <li>5. Use of Title I grant monies to fund summer enrichment program, staff PD and purchase of required technology to sustain the literacy programs.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Assessments of reading levels tracked by the literacy programs.</li> <li>2. Periodic assessment of identified students' progress through examination of report card grades and teacher progress reports.</li> <li>3. Performance indicators given by scores on NYSESLAT.</li> </ol>

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**Subject/Area (where relevant):** ISS- Professional Development

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To provide ongoing professional development for ISS and mainstream teachers.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. The development with the principal and other cabinet member's agendas for mandated Professional Development Days.</li> <li>2. To provide all ISS teachers training in the creation of relevant, measurable student goals that can be monitored throughout the year.</li> <li>3 Mainstream teachers will be provided with professional development on how to administer testing accommodations provided on IEPs</li> <li>4. ICT teams will be provided ongoing professional development on the models, and various instructional techniques and assessment tools.</li> <li>4. ISS staff will be provided with PD via the DOE and CFN related to development of IEPs under the new format standard.</li> <li>5. To identify specific ISS teachers in need of targeted professional development.</li> <li>6. Guidance counselors will be trained on the basics of IEP implementation, as well as be provided with CAP training.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. Scheduling of mandated Professional Development days.</li> <li>2. Scheduling of monthly department conferences.</li> <li>3. Office of SE will provide push-in training.</li> <li>4. CFN will provide training related to IEPs throughout the year.</li> <li>5. Common planning time will be arranged when programming for the year.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Agendas of monthly department conferences. Schedules, agendas, and materials used in mandated PD workshops.</li> <li>2. Observation logs.</li> <li>3. Formal and informal teacher observation reports.</li> <li>4. Scholastic reports for ISS classes.</li> </ol>

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**Subject/Area (where relevant):** ISS – Data Utilization

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>ISS teachers will use data to increase the use of individual instruction and improve student achievement by June 2010.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Provide training for ISS teachers in ARIS and Daedulus.</li> <li>2. The use of Professional Development programs within the school and offered outside of the school that deal with the availability and use of data.</li> <li>3. The use of goal setting meetings with teachers to establish ways they can use available data to reach their goals.</li> <li>4. ISS Guidance counselors and teachers will monitor, with the use of data, academic progress and attendance issues to determine at-risk students throughout the year.</li> <li>5. ISS teachers will use data to determine how they will differentiate classroom instruction.</li> <li>6. ISS department will form Inquiry Teams to interpret data and goals of IEP to improve instruction and how students are programmed.</li> <li>8. ISS teachers will use data to ascertain which students are in need of preparation for Regents and/or RCT's.</li> <li>9. The ISS department will work toward better dissemination of IEP related data (test modifications) to mainstream teachers teaching Collaborative Team Teaching classes.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. Create teacher teams to analyze data to determine areas in need of improvement; academics, attendance, behavioral issues.</li> <li>2. Provide time for training within the school day.</li> <li>3. Train staff on interpreting data to better assess the needs of their students</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Department meeting agendas.</li> <li>2. Based on the results of the ISS inquiry team's initiatives, a re-adjustment for the future.</li> <li>3. Formal and informal reports by teachers indicating the types of data used how it was used, and its effectiveness in informing and individualizing instruction.</li> </ol>

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**Subject/Area (where relevant):** ISS - diplomas

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the number of ISS students graduating with Local, Regents or Advanced Regents Diploma by 2%.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. ISS department will hire dually certified teachers in content areas and SE to improve instruction to ensure higher level diplomas for ISS students.</li> <li>2. The creation of teacher teams including both SE and GE teachers to better coordinate lesson planning for the Collaborative Team Teaching classes.</li> <li>3. Guidance counselors, related service providers, teachers will work closely with parents for at risk SE students.</li> <li>4. AP, ISS and School Psychologist will participate as part of the Pupil Personnel Team to work with the Guidance Department for at-risk DE students.</li> <li>5. The ISS department will work to ensure students with testing accommodations are provided the opportunity to receive them through the creation of a “testing center”</li> <li>6. The ISS department will provide students the opportunity to receive testing accommodations on NYS exams.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> <li>1. ISS department will coordinate with local institutions to provide teachers the opportunity to earn college credits in SE at Francis Lewis.</li> <li>2. Coordinating time, and building usage to be able to provide onsite SE classes.</li> <li>3. Offering training for interested staff in CTT and DI through LSO-network and the Office of SE throughout the year.</li> <li>4. Coordinating, scheduling teachers to staff the “testing center.”</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. The number of teachers earning dual certification by June 2010.</li> <li>2. The number of teachers who inquire/sign up for SE classes offered at the school.</li> <li>3. The number of newly-hired teachers holding dual certification.</li> </ol>

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**Subject/Area (where relevant):**   Social Studies  

<p><b>Annual Goal</b> - Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the number of Hispanic students achieving a passing rate of 65% on the Global History and Geography Regents by 2%.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. <b>By February 2011 to Identify those Hispanic students who a) have not yet passed the Global History and Geography Regents examination, b) are presently in the cohort that will be taking the Global History and Geography Regents in June 2011. Responsible staff: Program and Guidance personnel.</b></li> <li>2. <b>Review of a sample of past Regents taken by Hispanic students to identify general areas of weakness. Responsible staff: Social studies teacher assigned to program.</b></li> <li>3. <b>Providing special preparation classes based on both content and on literacy strategies. Responsible staff: Social Studies AP, social studies teacher, ESL coordinator, ESL teacher.</b></li> <li>4. <b>Parent contact to inform them of availability of program. Responsible staff: ESL coordinator.</b></li> <li>5. <b>Providing additional review materials for students in this preparation class. Responsible staff: ESL coordinator</b></li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p><b>Monies for special tutoring to be paid from school OTPS and Title 3 funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. <b>Periodic assessment by teachers during program.</b></li> <li>2. <b>Results of June 2011 Global History and Geography Regents examination.</b></li> </ol>



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**Subject/Area (where relevant):**     **Social Studies**    

<p><b>Annual Goal - Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</b></p>	<p><b>To improve the passing rate of ISS students in ICT (Integrated Co-Teaching) social studies classes in courses and on Regents examinations by 2%.</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Careful creation of ICT teams (General education teacher and ISS teacher). Responsible staff: AP social studies/ AP Instructional Support Services)</li> <li>2. Programming for common planning period. Responsible staff: AP social studies/AP Instructional Support Services.</li> <li>3. Periodic evaluation by teachers, AP social studies and AP Instructional Support Services.</li> <li>4. Re-evaluation of strategies if necessary.</li> <li>5. Monitoring of attendance by teachers and guidance personnel.</li> <li>6. Frequent contact with parents and guidance personnel of targeted group. Responsible staff: Teachers</li> <li>7. Provision for support services (i.e. tutoring) for members of target group. Responsible staff: AP Instructional Support Services</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Monies for any afterschool tutoring from OTPS monies</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Weekly review of progress by ICT teams.</li> <li>2. Review of grades after each marking period</li> <li>3. Final review of third marking period grades.</li> </ol>

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**Subject/Area (where relevant):** Math Department

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase the four year graduation rate</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Increase the passing percentage of all required math courses (ME21/1, ME41/2, ME43/4, MG21/2 and MR21/2) by 2%.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The most effective teachers will be assigned to teach various classes. We already have acceptable to excellent passing percentages in these classes. Fining tuning what we have done will result in better performance. I will first make sure all students are placed correctly and will make sure the teachers of all the required math classes work together with the parents and students to achieve our goal.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>When comparing the passing percentage of all the required math courses with this year, I will be able to measure whether or not my goal was achieved.</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Math Department

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of students graduating with the Advanced Regents diploma</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>About 56% of the 2010 cohort passed the required math exams for the Advanced Regents diploma. I would like to increase this rate by 2%.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Only the most effective teachers will be programmed to teach MR21/MR22 classes. Our passing percentage in MXRT has been around 84%.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>When 80% of the students scheduled to take MR21/2 pass their Regents exam in June 2011, I will have accomplished the goal. Currently, there are <u>975</u> students programmed for MR21 in the Fall term of 2011</p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase passing rate in 9<sup>th</sup> grade English classes by 2% (Increase percentage of students achieving 65%+ in E1/2 by 2%)</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Read 180 for underachieving entering 9<sup>th</sup> graders All non-honors 9<sup>th</sup> grade English classes are linked with Social Studies &amp; Technology English, Social Studies, &amp; Technology teachers will have common prep time Administer assessments to incoming 9<sup>th</sup> grade class at orientation in June Program students based on results of assessments</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy, Monies for special tutoring to be paid from school OTPS and Title 3 funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Interim Targeted Assessments Check progress with each report card Check progress with each assessment</b></p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase ESL passing percentage on English Regents (Increase percentage of ESL student achieving 65% by 2%)</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>College Now ESL Regents support class, Tutoring, Z-LID, Component retest, Title 3 supplemental instruction in ESL Regents Prep classes, additional training in ESL methodology</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy, Monies for special tutoring to be paid from school OTPS and Title 3 funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Analyze EXRL statistics at the end of Junior and Senior Year (11<sup>th</sup> &amp; 12<sup>th</sup> grade) NYC Interim assessments Progress Reports</b></p>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase passing rate of ISS students in English/ICT classes by 2% (Increase percentage of ISS students achieving 65%+ in English ICT classes by 2%)</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>ICT teachers will have common prep time Computers/Phones available for parent contacts Additional training in ISS methodology Additional training in reading IEPs</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy, Monies for special tutoring to be paid from school OTPS and Title 3 funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Scholarship summaries of progress reports Interim Targeted Assessments</b></p>

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**Subject/Area (where relevant):** FOREIGN LANGUAGES

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase by 2% the number of students continuing through the Regents level III including ISS students</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Throughout the school year 2010 – 2011 the Foreign Language department will be able to:</p> <ol style="list-style-type: none"> <li>1. Increase by 2% students in grades 10 and 11 continuing to third year regents class</li> <li>2. The percentage of students in the 2007 cohort (June 2011 graduates ) who have met the third year regents completion requirements will be increased by 2%             <ul style="list-style-type: none"> <li>• Students placement will be coordinated with guidance counselors</li> <li>• Expanded departmental tutoring (especially in Spanish) will be offered through circular 6 program to all levels</li> <li>• Homework helpers program will be created with particular attention to the number of black and Special Ed. Cohorts students contained on level 2 and 3</li> <li>• Contacting parents / guardians of at risk students on a periodically basis to maintain communication lines open for students’ improvement</li> </ul> </li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fundings from Tax Levy will be allocated, in addition to the funds received from the International Festival and FLIP (Foreign Language International Publication) Responsible Staff members: Foreign Language teachers; Assistant Principal Supervision</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Report Cards; periodic assessment; scholarship report; web-page</p>

**SECTION VI: ACTION PLAN**

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**FOREIGN LANGUAGES**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To improve attendance and passing rate of native speakers of Spanish by 2%.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• continuing to work with the “Salón Caribe” program;</li> <li>• obtaining Spanish books and materials through embassies and Institutions;</li> <li>• meeting regularly with parents or guardians;</li> <li>• counseling students at risk;</li> <li>• meeting regularly with guidance counselors to review placement of students;</li> <li>• revising Spanish Native Language Curriculum leading to regents and AP classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy; FLIP; International Festival Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance records</p>

**SECTION VI: ACTION PLAN**

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**FOREIGN LANGUAGES**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase by 25% the use of technology in Foreign Language classes.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>1. Teachers will receive necessary information (data) needed to inform and individualize instruction. 2. Classroom activities will reflect the use of this data through differentiated instruction, alternative assessments, and goal setting</p> <ul style="list-style-type: none"> <li>• training programs for teachers in and out of school;</li> <li>• ordering additional computers for the department;</li> <li>• adding additional classroom projectors;</li> <li>• using smart boards in different classrooms.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Inter-visitation; departmental meetings; PD in and out of school; Common planning</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

<b>Subject/Area (where relevant):</b>	<b>Science</b>
<b>Annual Goal:</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, Time-bound.</i>	To reduce the barring rate in Living Environment of students with an IEP by 10% by the June 2011 Regents exam.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Students with IEP’s will be identified and tracked in a new Lab tracking system specifically targeting students with disabilities. This will give us the information needed to target intervention at the earliest sign of academic need.</li> <li>• Professional development will be provided to Resource Room staff to enhance their ability to provide assistance to students in need of help writing lab reports. This will include Resource Room instructors doing direct observations in science labs.</li> <li>• Make up labs will be scheduled using the ICT model specifically for students with disabilities.</li> <li>• Using reports from the Francis Lewis lab tracking system, provided by the Data Specialist, teachers are able to utilize data about the lab status of their students at the end of each marking period and recommend students in need of academic intervention services. A letter will be sent to the home to every student that fails lab after marking period 2 in the Fall and Spring, notifying parents about the seriousness of the student’s situation. At the end of the Fall semester students who had fallen behind by more than 6 labs will be scheduled an intervention program.</li> <li>• Due to the State regulation that bars students from taking the Regent exam without the required 1200 minutes of satisfactory lab experience, reducing the bar rate has a direct impact on the School-wide goal of increasing the graduation rate.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of (C4E) allocations, where applicable.</i>	We will continue efforts such as peer tutoring and targeted tutoring. As the regent exams draw closer the number of tutoring sessions’ will increase. We will continue our efforts to combine the expertise of the instructional support services team with that of the general education teachers. This effort will include expanding the team teaching classes and will include having Regents level ISS science classes being taught only by dual certified science and ISS teachers.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	Scholarship reports for Science labs will be carefully examined at the end of each making period to monitor student progress and signal the need for possible adjustment. The percentage of students not taking the Regents exam due to Lab ineligibility will decrease by 10% by June 2011.

**SECTION VI: ACTION PLAN**

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**Science**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The percentage of students classified as lowest third in the City passing a Science Regents above 65 will increase by 2% by June 2011, whilst not increasing the barring rate.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will be accountable to specifically track the progress of students in the lowest third and report on their progress at the end of each marking period, making specific reference to the Lab passing rate for these students.</li> <li>• All students in the lowest third will be invited to participate in the Francis Lewis HS peer intervention/tutoring program.</li> <li>• Students who fail the first marking period will be assigned to the peer intervention/tutoring program, with parental notification/consent.</li> <li>• Using reports from the Francis Lewis lab tracking system, provided by the Data Specialist, teachers are able to utilize data about the lab status of their students at the end of each marking period and recommend students in need of academic intervention services. A letter will be sent to the home to every student that fails lab after marking period 2 in the Fall and Spring, notifying parents about the seriousness of the student’s situation. At the end of the Fall semester students who had fallen behind by more than 6 labs will be scheduled an intervention program.</li> <li>• Due to the State regulation that bars students from taking the Regent exam without the required 1200 minutes of satisfactory lab experience, reducing the bar rate has a direct impact on the goal of increasing the number of students in the lowest third passing Regent exams.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of C4E allocations, where applicable.</i></p>	<p>Teachers will utilize C-6 tutoring assignments to provide assistance to Lowest Third students who are identified as “at-risk” of failure. The Science department will work closely with the coordinator of the peer intervention/tutoring program to ensure students are getting the help that they need. A custom group will be defined in STARS for the Lowest Third cohort.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Scholarship reports will be monitored each marking period to track progress toward the goal. A custom group will be defined in STARS to assist in monitoring the progress of the Lowest Third. The percentage of students classified as lowest third in the City passing a Science Regents above 65 will increase by 2% by June 2011, whilst not increasing the barring rate.</p>



**SECTION VI: ACTION PLAN**

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Subject/Area I	Guidance
<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students in the 2010 cohort who achieve 10 credits at the end of the 9<sup>th</sup> grade.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The guidance staff will monitor individual student progress throughout the year. Students will meet with guidance staff at the end of each marking. Monthly progress reports will be collected from teachers and sent home to parents. Students who are reading at level 1 and 2 will be enrolled in Read 180 classes. Incoming students receiving 1 or 2 in math will be placed in a 4 term integrated algebra class. In the spring our extended day program expanded to include 9<sup>th</sup> graders who have not achieved a minimum of 5 credits on the January report card.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Included in the school budget is an allocation for teacher per-session in order to enroll students in extended day/credit recovery classes. Ongoing professional development for guidance counselors and teachers in ARIS to identify those students in need of AIS.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly progress reports tracking student achievement. Meetings with guidance staff, students, and parents in order to meet student needs. Parent access to Daedalus and Aris in order to track student performance. Report cards and progress reports will be closely monitored.</p>

**SECTION VI: ACTION PLAN**

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Subject/Area I	Guidance
<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	To increase the percentage of students who graduate with their cohort in four years.
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	At risk students have been identified and placed in a special z-lid program. Students are designated a common guidance counselor who monitors weekly progress. Parent phone calls are made in a daily basis. Students take part in a credit recovery program which allows them to achieve the necessary credits for graduation. Students take part in all senior activities including the college application process and informative assemblies.
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	Funding will be allocated for the creation of credit retrieval and other extended day classes. New classes will be scheduled outside the traditional school calendar. Saturday classes and tutoring will be provided. Departmental, teacher and student goal setting procedures will be developed. Funding will be provided for evening counseling sessions.
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	Portfolio of reports monitoring of credit earning progress. Scheduling of target group in supplementary courses. Logs of counselor meetings with the target group and their parents. Reduction in number of students behind in regents completion rate. Final scholarship reports.

**SECTION VI: ACTION PLAN**

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Subject/Area I	Guidance
<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	To increase the number of ISS students who graduate in four years.
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	Designated members of the guidance staff will monitor individual student progress throughout the year. Students will meet with guidance staff at the end of each marking. Monthly progress reports will be collected from teachers and sent home to parents. Students who are reading at level 1 and 2 will be enrolled in Read 180 classes. Incoming students receiving 1 or 2 in math will be placed in a 4 term integrated algebra class. In the spring our extended day program expanded to include 9 <sup>th</sup> graders who have not achieved a minimum of 5 credits on the January report card. The number of Team Teaching classes will be increased to meet the needs of the students.
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	Included in the school budget is an allocation for teacher per-session in order to enroll students in extended day/credit recovery classes. Ongoing professional development for guidance counselors and teachers in ARIS to identify those students in need of AIS. Teacher common planning time to structure on going goals and objectives.
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	Monthly progress reports tracking student achievement. Meetings with guidance staff, students, ISS teachers and parents in order to meet student needs. Parent access to Daedalus and Aris in order to track student performance. Report cards and progress reports will be closely monitored.

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To maintain a completion rate on the Fitnessgram Assessment Test of 90% or above of our students for the 2010 – 2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To test all students in Physical Education during the fall semester, and then in the spring semester test all students in JROTC, those that had Health in the fall, students returning from medical exemptions, and any other students in Physical Education that have not been tested.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The Physical Education Staff will work together to help get as many students as possible tested by combining classes for makeup testing. The JROTC will use their Friday Physical Fitness day's for testing.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review the teacher completion reports for the fall semester in February, and then again in April for the spring semester. Teachers will check their new spring rosters for students that did not complete or take the Assessment.</p>

**SECTION VI: ACTION PLAN**

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**Physical Education**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the overall school passing rate, and also the passing rate of our lowest third students in Physical Education through reprogramming classes to offer more electives they would like to participate in. To also encourage more participation in sports teams by Black and Hispanic students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To have the mini-inquiry team look at groups of students from those that failed and try to find ways to help them pass, by having small group meetings and having teachers talk to individual students. Investigate to see what interests these students have and try to offer those activities.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Training the staff on the procedures for reprogramming classes and students within each period. Using all teachers available to monitor and adjust the enrollment in their classes and also to form classes the students would like to participate in. To train staff in the use of ARIS and Daedalus to monitor at risk students and open up a more efficient mode of communication with parents.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Check student data reports to establish the passing percentage of black and Hispanic students in Physical Education each marking period.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Physical Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To decrease the number of student’s that fail Physical Education due to being unprepared for class. To increase the number of students passing and the 4 year graduation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Review student data reports to monitor the passing % of students in Physical Education. Check data reports each marking period. Teachers will use Daedalus to monitor student progress and make parental contacts.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>To train staff in the use of ARIS and Daedalus to monitor at risk students and open up a more efficient mode of communication with student’s, parents and guidance counselors. Have teachers meet with students and investigate to see what interests these students have and try to offer those activities.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Check student data reports to establish the passing percentage in Physical Education in February and June. Small increments each year.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Health Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the use of technology and new teaching strategies by the Health and Physical Education Teachers.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To offer opportunities for teachers to learn how to use technology and new teaching strategies through staff development training workshops, faculty conferences, and department meetings. Health teachers will learn how to incorporate technology into the HIV/AIDS presentations. Physical Education teachers will use the intranet to enter their Fitnessgram scores. Health teachers will use new strategies from the Essential Elements of Instruction in their daily lessons.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The staff will have access to department laptop and desktop computers for practice and implementation of PowerPoint presentations, Fitnessgram data and use of appropriate internet sites during meetings and prep periods.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review the Fitnessgram completion reports in February for the fall semester and again in April for the spring. Snapshot and/or formal observations to check for the implementation of teaching strategies in the Health classroom. Observe the HIV/AIDS PowerPoint presentations each semester and review.</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**           **MUSIC**          

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve students music reading</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Throughout the school year 2010 – 2011 the teachers in the Music department will be able to:</p> <ul style="list-style-type: none"> <li>• Provide daily homework sight singing sheets, sight singing Do Now on a progressive level.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding from Tax Levy will be allocated. Responsible staff members: Music teachers; Assistant Principal Supervision</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Daily assessments; scholarship report</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ART

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To actively engage students in responding critically to a variety of works in the arts, connecting the individual work to other works and other aspects of human endeavor and thought.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Throughout the school year 2010 – 2011 students will be able to:</p> <ul style="list-style-type: none"> <li>• Practice art criticism by reading art text and reviews, writing journals, critiquing, developing vocabulary logs, and participating in critical discussions of their own work and work of famous artists.</li> <li>• Create art works, produce portfolios, enter contests, visit museums, view slide presentations and exhibit their work in school and the community.</li> <li>• Participate in interdisciplinary projects.</li> <li>• Expand English vocabulary and writing skills, research and Internet abilities by using the computer as an essential tool in the classroom.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding from Tax Levy will be allocated, in addition to the funds received from Project Arts. Responsible staff members: Art teachers; Assistant Principal Supervision</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Report Cards; periodic assessment through students’ writing, photo journals, exhibitions, critical skills and interdisciplinary projects, and written and oral exams; scholarship report</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Security

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Facilitate teacher’s use of the Ladder of Referral to lower suspensions. Teachers are responsible to continuously exhaust all levels of disciplinary actions, and be in contact with parents to report and inform of students progress. This approach will help correct student behavior, with the use of positive behavioral methods, and counseling to reduce suspensions.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>The Ladder of Referral will get the teacher involved at the classroom level in which a range of methods will be used to reinforce appropriate behavior. This will include following specific classroom rules, and various tasks assigned by the teacher. Guidance counselors and deans will target recidivist that were suspended last year to ensure behavior modifications. The ongoing counseling of students will continue through the 2010-2011 school year.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>The entire school staff will contribute toward this goal. Administrators, guidance counselors, and deans will attend ongoing professional development to continuously be informed on the best practices for helping at risk students.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Progress will be analyzed monthly to determine effectiveness. The Online Occurrence Reporting system will be used to track data, and trends to measure the ongoing progress of this goal.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	160	214	160	125	296	0	25	0
10	193	198	115	110	350	0	27	0
11	155	38	108	85	239	0	15	0
12	100	7	89	70	138	0	22	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b></p> <p><b>Read 180</b>  <b>Ramp Up Balanced Literacy</b>  <b>Wilson Reading Program-</b>  <b>SRA Direct Instruction Reading Prog.</b>  <b>Collaborative Team Teaching English</b>  <b>Tutoring</b></p>	<ol style="list-style-type: none"> <li>1. All 9<sup>th</sup> year students who scored 1 or low level 2 on 8<sup>th</sup> grade assessment programmed for double-period Read 180 class.</li> <li>2. 10<sup>th</sup> grade students who are still performing at low literacy levels, based on SRI, programmed into a double period Ramp Up Balanced Literacy program</li> <li>3. One-on-tutoring available throughout the school day and after school.</li> </ol> <p>Half class instruction during the school day on phonemic awareness and comprehension.            Full class summer school Bridge Program for students scoring less than 3 on ELA            Special education co-teacher support in general education class during school day.            One to one tutoring-during the school day or part of the extended day</p>
<p><b>Mathematics:</b></p>	<p>Students are placed in a slower version of the course even though all students are expected to take and pass the Regents exam in June of each year.            Tutoring are made available each term and Homework Helper is offer to all students toward the end of the second marking period each term.</p>
<p><b>Science:</b></p>	<p>Students in all subjects were provided with peer mentors assigned during their mutual free periods.            Students were offered one on one tutoring with teachers in the subject areas.</p>
<p><b>Social Studies:</b></p>	<p>Tutoring is available during the school day. If the student is not available during the periods when tutoring is given, he or she may arrange with the department office for alternative periods.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>There is a guidance counselor provided at each grade level for at-risk students. Students are provided with blocked programming. Alternative programming is also provided if necessary to students in order to return to academic success.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The social worker meets with at-risk students weekly to provide guidance. Additionally, the social worker meets with guidance counselors on weekly basis to discuss student related issues and best practices.</p>
<p><b>At-risk Health-related Services:</b></p>	

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: <i>ISS DEPT.</i></b> <b>Wilson Reading Program-</b> <b>SRA Direct Instruction Reading Prog.</b> <b>Collaborative Team Teaching English</b> <b>Homework Helpers and Tutoring</b>	<b>Half class instruction during the school day on phonemic awareness and comprehension.</b> <b>Full class summer school Bridge Program for students scoring less than 3 on ELA</b> <b>Special education co-teacher support in general education class during school day.</b> <b>One to one tutoring-during the school day of the extended day</b>
<b>Mathematics: <i>ISS DEPT.</i></b> <b>Collaborative Team Teacher-Math</b> <b>Summer Bridge Math</b> <b>Homework Helpers and Tutoring</b>	<b>Special education co-teacher support in general education class, grades 9/10 during school day.</b> <b>Full class instruction, pre-9<sup>th</sup> grade math for students scoring less than 3 on the Math test.</b> <b>One to one tutoring during the school day or the extended day.</b>
<b>Science:</b> <b><i>ISS DEPT.</i></b>	<ol style="list-style-type: none"> <li>1. Students were offered one on one tutoring with teachers in the subject areas.</li> <li>2. After school peer tutoring program.</li> <li>3. Team teaching (CTT) class.</li> <li>4. Saturday supplementary lab program.</li> <li>5. Basic skills science prep course, for at-risk students.</li> </ol>
<b>Social Studies:</b> <b><i>ISS DEPT.</i></b>	<ol style="list-style-type: none"> <li>1. The 10<sup>th</sup> and 12<sup>th</sup> graders were provided with small group instruction after school.</li> <li>2. All students were provided the opportunity for one on one tutoring during the school day.</li> </ol>
<b>At-risk Services Provided by the Guidance Counselor:</b> <b><i>ISS DEPT.</i></b>	<b>Temporary at risk counseling to deal with crisis situations</b>
<b>At-risk Services Provided by the School Psychologist:</b> <b><i>ISS DEPT.</i></b>	<b>Services provided for High Risk students on a temporary basis</b> <b>Referrals for psychological evaluation</b>
<b>At-risk Services Provided by the Social Worker:</b> <b><i>ISS DEPT.</i></b>	<b>Renewable 6 week at risk counseling for students in crisis.</b> <b>Anger management group session</b> <b>Referrals to mental health agencies</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP. (FLHS LAP 2010-2011- SEPARATE DOCUMENT)**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

**Grade Level(s)** 9-12

**Number of Students to be Served:** 150

**X LEP \_ Non-LEP**

**Number of Teachers** 10

**Other Staff (Specify):** 1 coordinator; 1 guidance counselor;

1 certified QTEL or turnkey Triple A trainer

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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At all proficiency levels, English Language Learners (ELLs) are faced with the two-fold challenge of academic language and content. Fluency in academic language is necessary for mastery of content as it is the foundation for comprehension. However, ELLs must simultaneously acquire both. Accelerating the simultaneous acquisition through thematically-paired ESL and content area instruction, the Title III Saturday program offers 25 weeks of supplemental instruction in ESL, math, science, and social studies. In addition, to address the needs of more than 50 at-risk ELLs who have taken but not yet passed the Global History regents, a required exam for graduation, a one-hour extended-day Global History class will be offered Monday through Thursday for 25 weeks. It will focus on increasing content knowledge and accelerating the development of ELLs' analytical and writing skills. As the targeted ELLs are already in school on the weekdays, there is an increased likelihood of attendance in this enrichment course when offered after their school day as opposed to on Saturdays.

As noted in *Diverse Learners on the Road to Success: The Performance of New York City's English Language Learners* (Office of English Language Learners, 2009), by targeting supports and focusing on the development of academic language and literacy, schools can "unlock" ELLs' potential. A review of research documented in The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers (New York State Education Department: Office of Bilingual Education) reveals "proficiency in a second language can best be developed when it is allowed to emerge holistically and naturally through the use of functional language for authentic purposes" (Hamayan 1993). The authors assert that, "In order to ensure that second language learners do not fall behind their monolingual peers, it is now expected that the ESL professional incorporate content-area material, i.e. authentic English literature, science experiments, historical documents, problem solving, etc., into planning and instruction."

To further support their assertion, they point to research conducted by O'Malley and Valdez-Pierce (1996) who noted,

...what second language educators have overtly recognized is that the language of each content area has special concepts, vocabulary, and language functions that require unique forms of instruction in which language and content are integrated. As part of this instruction, students should have opportunities to learn and apply concepts in the content areas through all four language skills...Research has shown that appropriate content instruction facilitates language learning.

With research as the cornerstone of the program and data driving instruction, the Title III classes are collaboratively planned by ten fully certified and licensed ESL, NLA and content-area teachers (1 math; 2 science; 2 social studies) under the supervision of a coordinator. Student placement is dependent on language proficiency, subject knowledge and student need. State-generated performance data, course performance data and student requests indicate the need for supplemental content-based language instruction in American and Global History, Living Environment, Chemistry, Algebra and Geometry. Hence, these are the classes offered in conjunction with ESL instruction. ESL instruction will target, but not be exclusive to, both newcomers and long-term ELLs. Students in the Saturday program have the opportunity to attend both a content-area and an ESL course while students who elect the extended-day program receive Global History.

To facilitate instruction and serve the needs of ELLs in the Transitional Bilingual Program and ELLs requesting bilingual services, three certified bilingual language teachers (Chinese, Korean and Spanish) co-teach lessons in the classrooms, providing translation, small group instruction and one-to-one tutoring as needed.

To support continuous participation in the Title III program and accelerate academic progress, guidance counseling is offered. One bilingual guidance counselor addresses the needs of ELLs on an on-going basis for the entire twenty-five weeks of the program for a total of 56 hours, 6 of which are dedicated to parent workshops. One-on-one conferencing and reviews of transcripts (course and regents grades), teacher evaluations/referrals, NYSESLAT scores and student questionnaires are conducted to aid in identifying specific areas of concern for ELLs.

As Douglas Barnes stated, "Education should strive not for the acceptance of one voice, but for the exploration of many voices." To that end, the supplemental instruction includes performance, culture and technology components designed to help ELLs, particularly newcomers and long-term, to "find" and express their voices. Teachers provide culturally-diverse, video-based and computer-aided instruction to ELLs. Instruction is exclusive to Title III ELLs, supervised by a coordinator and reinforced using Achieve 3000, Digital Interactions, World Link, Channel Thirteen Video libraries and Internet research. Performance components include but are not limited to student-created one-act plays, speech making, poetry recitals and video clips. Portfolios highlight student work.

To support the program, equipment such as a color printer, scanner, memory sticks, maps and assorted science supplies will be used along with student textbooks and general supplies. Furthermore, professional development materials including, but not limited to, texts and videos designed to aid teachers of ELLs in accelerating language development will be utilized.

As language and culture are intertwined, instruction explores both elements and is supported by educational and cultural excursions with pre- and post-study designed to enrich students' language development. Proposed excursions include but are not limited to: Ellis Island, The Bronx Zoo, The American Museum of Natural History, The Metropolitan Museum of Art (including the Cloisters) and Medieval Times.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

According to *Diverse Learners on the Road to Success: The Performance of New York City's English Language Learners* (Office of English Language Learners, 2009), 26% of the City's public school student population is composed of ELLs and former ELLs. The *2006 ELLs in New York City: Student Demographic Data Report* (Summer, 2006) notes that "more than 40% percent of all NYC students report speaking a language other than English at home." To enhance the quality of the instruction provided to ELLs, the ten teachers and one coordinator in the Title III program will participate in three four-hour sessions of *Triple A Training: Year One* or *QTEL: Building the Base I* provided by turnkey trainers.

**Description of Parent and Community Participation** - Explain how the school will use Title III funds to increase parent and community participation.

To promote parental/community participation and student success in the language instruction program, six Title III parent orientation meetings will be held (One in November, December, February, March, May, and June). These meetings are supplemental to the regular school-wide orientation meetings already scheduled for parents of all students. Topics covered include ways for parents to support students enrolled in the program. The one-hour meetings conducted by the Title III Coordinator, the guidance counselor and three bilingual teachers address the following topics:

*Orientation to the Title III Program*

An in-depth look at the Title III Program (i.e. courses of study, requirements, expectations, technology, parental involvement, and academic counseling).

*Strategies to Assist Your Child Across the Curriculum (One session)*

A workshop on best practices for parents to support student progress in ESL, Math, Science and Social Studies. Topics include using technology, note-taking, word work, study skills, and parent-student and parent-teacher conferencing

*Academic Opportunities for English Language Learners*

A presentation on the supplemental and/or special services and opportunities available to ELLs.

*The College Bound Student (Two Sessions)*

A discussion of the process of college preparation and admission. Topics such as study skills, application, essay writing, responding to questionnaires, and interviewing are addressed.

*Stories of Success—Student-Parent Sharing of Successes in the Title III Program*

An exhibition of student successes (samples of work) and a forum to provide suggestions for improvement.

**Form TIII – A (1)(b)**

**School: Francis Lewis High School (26Q430)    BEDS Code: 342600011430**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b> \$87,520.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$67,511.05	<b><u>Supplemental Instructional Program</u></b> <b>Total = \$59,406.43</b>  <b>Weekend Courses (Saturday)</b> 1 coordinator x 5 hrs. per day x 25 days (1 day/wk for 25 weeks) @ \$49.89/hr = \$6,236.25  2 ESL teachers x 4 hrs. per day x 25 days (1 day/wk for 25 weeks) @ \$49.89/hr = \$9,978.00  1 Math teacher x 4 hrs. per day x 25 days (1 day/wk for 25 weeks) @ \$49.89/hr = \$4,989.00

2 Science teacher x 4 hrs. per day x 25 days (1 day/wk for 25 weeks)  
@ \$49.89/hr = \$9,978.00

1 Social Studies teachers x 4 hrs. per day x 25 days (1 day/wk for 25 weeks)  
@ \$49.89/hr = \$4,989.00

1 Chinese teacher x 4 hrs. per day x 25 days (1 day/wk for 25 weeks)  
@ \$49.89/hr = \$4,989.00

1 Korean teacher x 4 hrs. per day x 25 days (1 day/wk for 25 weeks) @  
\$49.89/hr = \$4,989.00

1 Spanish teacher x 4 hrs. per day x 25 days (1 day/wk for 25 weeks)  
@ \$49.89/hr = \$4,989.00

1 bilingual guidance counselor x 50 hrs. @ \$53.63/hr = \$2,681.50

1 Certified QTEL or turnkey Triple A trainer x 12 hrs. @ 49.89/hr  
= \$598.68

**Extended-Day Courses (Monday through Thursday)**  
1 Social Studies teacher x 1 hr. per day x days (4 days/wk for 25 weeks)  
@ \$49.89/hr = \$4,989.00

**Professional Development Total = \$6,585.48**

10 Title III teachers and 1 coordinator will attend three four-hour professional development workshops. They will be compensated at the per-session rate of \$49.89 per hour.

10 teachers x 4 hrs x 3 workshops @ \$49.89/ hr  
= \$5,986.80

1 coordinator x 4 hours x 3 workshops @ \$49.89/hr  
= \$598.68

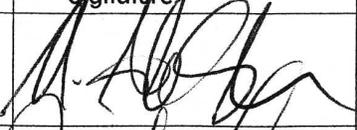
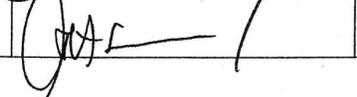
**Parent Workshops Total = \$1,519.14**

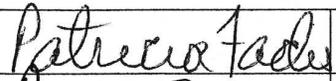
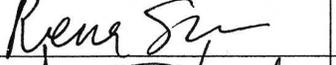
The coordinator, guidance counselor, and three bilingual teachers will conduct six one-hour parent workshops. The teachers will be

		<p>compensated at the per-session rate of \$49.89 per hour.</p> <p>1 coordinator x 1 hr x 6 meetings @ \$49.89/hr = \$299.34</p> <p>1 guidance counselor x 1 hr x 6 meetings @ \$53.63/hr = \$321.78</p> <p>3 bilingual teachers x 1 hr x 6 meetings @ \$49.89/hr = \$898.02</p>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$6,000.00	Admission to educational/cultural performances and exhibits = \$6,000
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$8,008.95	<p>To support the instructional program:</p> <p><u>Textbooks (\$356.00)</u></p> <p><u>Software (\$5,900.00)</u>  Achieve 3000</p> <p><u>Supplies (\$536.95)</u>  Professional development supplies  Instructional Videos (i.e of famous speeches, plays etc.)  Maps  Supplies for Science experiments  Printer cartridges  Other general supplies</p> <p><u>Equipment (\$1,216.00)</u>  One printer</p>
<b>Educational Software (Object Code 199)</b>		n/a
<b>Travel</b>	\$5,000.00	Bus transportation
<b>Other</b>	\$1,000.00	Refreshments for parent workshops
<b>TOTAL</b>	\$87,520.00	

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MUSA Ali Shama	Principal		10/29/10
Jacqueline Irving	Coordinator		10/27/10
Constance Minaults	Parent Coordinator		10/26/10
Michela Asano	ESL Teacher		10-26-10

Patricia Fadis	Parent		10-27-10
Rena Sum / Chinese	Teacher/Subject Area		10-28-10
Sylvia Huh / ESL	Teacher/Subject Area		10/27/10
ORA Verstandig	Coach		10/27/10
	Coach		
Chris Tu-Yeh	Guidance Counselor		10/27/10
Gerard Beikne	Network Leader		
	Other _____		

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**  
*Requirement under Chancellor's Regulations – for all schools*

**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.

A thorough examination of the data collected through the Home Language Information Surveys (HLIS) was performed. The home languages of ELLs and non-ELLs were reviewed to determine the primary languages of high and low incidence. The three languages, other than English, most frequently identified by respondents as the home language were Chinese, Spanish, and Korean. Input from members of the school community, including but not limited to the LAB/BESIS, ELL and Parent Coordinators, and parents was also elicited through questionnaires and oral communication.

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.

Chinese, Korean, and Spanish were identified as the three most common home languages, other than English, of our school population, necessitating oral interpretations and written translations of school documents, handbooks, orientations, meetings and functions. Announcements of available translations and interpretations were made in the native language by letter, by phone and in person to parents.

Given the large numbers of non-English speaking parents of ELLs, home contacts need to be made in native languages to ensure effective communication regarding student performance, progress, and behavior, and the availability of supplemental educational opportunities.

Furthermore, as revealed in responses to the parent questionnaire, there is a demonstrated need to provide parent workshops in the primary native languages on: ARIS and Daedalus training, the college exploration process, state assessments and creating a successful high school experience for their children.

## 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 increase parental participation and ensure informed choice, in-house and or DOE translations into Chinese, Korean, and Spanish will be made of:

1. PTA-issued documents
2. Open School announcements
3. invitations to special events
4. the Parent Handbook
5. information regarding academic program choices, standards, requirements and assessments
6. school report card
7. all central notices not already available

All translations will accompany the English version to ensure timely notification. Any request for translation received will be honored within 48 hours of receipt of the request dependent on the length and the complexity of the material.

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.

To apprise non-English speaking parents of issues affecting their children's education, bilingual teachers will make parental contacts on the behalf of monolingual colleagues through a home contact system coordinated by the ESL department.

In- house interpreters (i.e. teachers and paraprofessionals) and/or LIS translators (i.e. the contracted DOE vendor) and parent volunteers for Chinese, Korean and Spanish will facilitate communication during:

1. the admissions process
2. PTA meetings
3. Open School Night
4. parent workshops
5. parent conferences with teachers and guidance counselors
6. school functions
7. academic program counseling

Communications will be via telephone and in person as needed.

Furthermore, translation equipment will be made available for use at school-related functions to ensure that all parents in need of translation services receive prompt and appropriate assistance.

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>.

To ensure that Limited English Speaking parents are empowered with the knowledge and information needed to actively participate in their children's education and avail their children of all the opportunities and services afforded by the school, selected members of the faculty and staff will provide on-going language assistance needs assessment through close monitoring of the HLIS of incoming students, student demographics, and translation/interpretation requests. This proactive approach will indicate any change in need early on so that it can be addressed in a timely manner.

Notification of parental rights regarding translation and interpretation services as well as instructions on how to obtain them will be provided in written and oral form in the native language of the parent through a variety of means including but not limited to: letter, the admissions process, parent newsletter, school newspaper, open house, PTA meetings, parent workshops and parent-teacher and guidance conferences. Furthermore, a sign in multiple languages indicating the availability of such services and the location of where they may be obtained will be posted in full view in the Principal's office.

To ensure that parents of ELLs are able to reach administrative offices, the school safety plan includes procedures to address language assistance needs. The recorded school welcome message and directory are translated into the parents' primary languages.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		2,017,341	
2. Enter the anticipated 1% set-aside for Parent Involvement:		20,173.41	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   92%  

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Professional Development, Teacher-Team meetings, Education classes, Mentoring Programing**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**. **ATTACHED-PAGES**

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **Section IV**
2. Schoolwide reform strategies that: **Section IV**
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. **Section IV, Support faculty in becoming qualified through the mentoring program and professional development.**
  4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. **Section IV, Collaboration between teachers and administration in meeting the needs of the State's student academic standards.**
  5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  6. Strategies to increase parental involvement through means such as family literacy services. **PTA Meetings, Title I workshops, Literacy programs, LAP, Appendix 3**
  7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
  8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **Section V-Annual School Goals**
  9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. **Department Action Plans**
  10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. **Section IV**

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			2,017,341	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			87,520	✓	
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			15,874,104	✓	

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards. **Section IV**
2. Ensure that planning for students served under this program is incorporated into existing school planning. **Section IV**
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

### Department Action Plans

4. Coordinate with and support the regular educational program; **Section IV, Annual School Goals**
5. Provide instruction by highly qualified teachers; **Collaboration between teacher and administration in “turn-key” good instruction.**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **Teacher team meetings, assistance of DOE services**
7. Provide strategies to increase parental involvement; **and PTA Meetings, Title I workshop, student activities,**
8. Coordinate and integrate Federal, State and local services and programs.

**N/A**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

N/A

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**According to CFN, we are exempt from completing this because we are a SWP school.**

2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

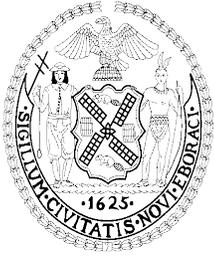
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**



The New York City Department of Education  
**Francis Lewis High School**  
Musa Ali Shama, Principal

58-20 Utopia Parkway, Fresh Meadows, New York 11365  
Phone (718) 281-8200 Fax (718) 357-5903  
Email [flhs@francislewishs.org](mailto:flhs@francislewishs.org)

**Francis Lewis High School Parent Compact - 2010 - 2011**

*“We, the school and parents agree to work cooperatively to provide a successful learning environment for all of our children.”*

**Francis Lewis High School**

**We understand:** the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

**We understand:** the need to offer a translation/interpretation at all of our meetings.

**We understand:** the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction to all students.

**We understand:** the need to maintain communication between teachers, staff and parents through:

- Parent-Teacher conferences
- Reports to parents on their children’s progress
- Reasonable access to staff
- Opportunities to volunteer and participate in school events
- [The staff’s professional DOE email accounts](#)

**We understand:** the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on Reading, [Math](#) and [Science](#) strategies.

**Parent/Guardian**

**I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices, teaching and learning strategies. [<http://schools.nyc.gov/Offices/OFEA/Calendar/default.htm>]

**I understand:** the need to work with my child on schoolwork and homework on a daily basis. [[Resources - http://www.homeworknyc.org](http://www.homeworknyc.org) and <http://www.uft.org/member/education/dat>]

**I understand:** the need to monitor my child’s:

- Attendance at school
- Homework
- Television viewing habits along with Video Game and other electronic media usage
- Health needs

**I understand:** the need to share responsibility for my child’s improved academic achievement.

**I understand:** the need to communicate with my child’s teachers about his/her educational needs/goals. Utilize ARIS online parent link to monitor progress of my child. [<https://arisparentlink.org>]

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

**Approved 12-2-09**

**Date: December 2, 2009**

I have received and read a copy of the Francis Lewis High School Parent Compact. I will maintain an on-going vibrant and meaningful relationship with the school community. I am aware that Parent-Teacher Association meetings are held the first Wednesday of every month and will make every effort to attend.

Please take time to send your email address to the school’s parent coordinator: [CMiaoulis@schools.nyc.gov](mailto:CMiaoulis@schools.nyc.gov)

Parent’s First and Last Names (Print)  
**TEMPLATE - MAY 2009**

Parent’s Signature

DEPARTMENT OF EDUCATION-CITY OF NEW YORK  
**Francis Lewis High School**  
**Musa Ali Shama, Principal**

Title I

***PARENT INVOLVEMENT POLICY***

To promote parent involvement among families, schools and communities in order to positively affect the educational outcome of all students the district will:

- Support parents in their role as the first teacher through workshops and experiential activities.
- Assist each school in establishing an association of parents that will convene regularly to discuss educational policies and practices.
- Support parent associations with technical assistance through regularly scheduled professional development, in order to help parents comply with the Chancellor's Regulations.
- Raise the level of awareness of grade level expectations through the dissemination of information and literature on standards and assessments.
- Empower parents in their key role as partners in the decision-making process of educational policies and practices.
- Provide structured activities and workshops, which promote the home/school/community partnership. *Workshops will be designed to specifically target the needs of parents according to the grade level of their students. This will include the use of technology to assist with the student's progress from enrollment through graduation.*
- Nurture the spirit of each parent as the most important individual that will develop, guide and inspire greatness in the life of each and every child.
- Share information in a timely manner about the school's Title 1 program and the types of services provided
- Inform parents of their right to be involved in the program and offer parents opportunities to make suggestions for parent involvement.
- Develop ways of increasing accessibility for participation of parents by improving communication with parents challenged with language barriers

Approved 2-20-10

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Francis Lewis High School					
<b>District:</b>	26	<b>DBN:</b>	26Q430	<b>School</b>		342600011430

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.3	92.2	92.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	1108	1118	941				
Grade 10	1222	1149	1073				
Grade 11	1066	1069	1075				
Grade 12	990	1040	1037				
Ungraded	57	84	90				
<b>Total</b>	<b>4443</b>	<b>4460</b>	<b>4216</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	95.8	96.1	96.4

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	26.7	48.5	57.4

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	9	51	60

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	154	161	127

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	220	225	192	Principal Suspensions	183	133	120
# in Collaborative Team Teaching (CTT) Classes	74	90	145	Superintendent Suspensions	17	16	14
Number all others	158	152	139				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	304	272
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	166	221	TBD	Number of Teachers	221	229	223
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	53	58	45
# receiving ESL services only	322	266	TBD	Number of Educational Paraprofessionals	18	16	28
# ELLs with IEPs	55	95	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	89	87	308	% fully licensed & permanently assigned to this school	96.9	97.4	96.9
				% more than 2 years teaching in this school	80.9	78.1	86.5
				% more than 5 years teaching anywhere	74.7	75.1	83.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	86.0	86.0	88.8
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	88.1	88.3	92.0
American Indian or Alaska Native	0.2	0.2	0.2				
Black or African American	10.7	9.7	8.3				
Hispanic or Latino	24.2	24.4	24.1				
Asian or Native Hawaiian/Other Pacific	48.3	49.5	51.5				
White	16.6	15.6	15.8				
<b>Male</b>	48.9	48.2	48.9				
<b>Female</b>	51.1	51.8	51.1				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	-	-	-	v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-	
Black or African American				v	v		
Hispanic or Latino	-	-	-	v	v		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	v	v		
White				v	v		
Multiracial							
Students with Disabilities	-	-	-	X	v		
Limited English Proficient	-	-	-	X	v		
Economically Disadvantaged	-	-	-	v	v		
<b>Student groups making</b>	0	0	0	6	8	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	68	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 201</b>	District <b>26</b>	School Number <b>430</b>	School Name <b>Francis Lewis HS</b>
Principal <b>Musa Ali Shama</b>		Assistant Principal <b>Jacqueline Irving, Coordinator</b>	
Coach <b>Ora Verstandig</b>		Coach	
Teacher/Subject Area <b>Michela Asano, ESL</b>		Guidance Counselor <b>Chris Tu-Yeh</b>	
Teacher/Subject Area <b>Rena Sum, Chinese</b>		Parent <b>Patricia Fadis</b>	
Teacher/Subject Area <b>Sylvia Huh, ESL</b>		Parent Coordinator <b>Constance Miaoulis</b>	
Related Service Provider		Other	
Network Leader <b>Gerard Beirne</b>		Other	

### B. 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	<b>10</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>3</b>

### C. School Demographics

Total Number of Students in School	<b>4223</b>	Total Number of ELLs	<b>548</b>	ELLs as Share of Total Student Population (%)	<b>12.98%</b>
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## Part II: 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 those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

To ensure accurate initial identification of ELLs, an established procedure involving multiple stakeholders in the students' educations is followed. Upon admission to Francis Lewis High School, the parent or guardian of the new entrant to the NYC school system is given the Home Language Identification Survey (HLIS) in his or her native language to complete. Ms. Michela Asano, LAB/BESIS Coordinator and certified ELL Teacher, provides assistance in English in completing the survey as needed. If native language interpretation is required, it is provided by a certified NLA teacher whenever possible. It may also be provided by a certified bilingual paraprofessional under the guidance of the LAB/BESIS Coordinator or by an interpreter provided by the Language Translation and Interpretation Unit of the NYC Department of Education.

After a review of the parents' responses to the HLIS, an informal oral interview of the student and the parents is conducted by Ms. Asano in English and by the NLA teacher or bilingual paraprofessional in the native language in order to determine the student's knowledge of English as well as the extent of the student's education. A preliminary review of the student's translated academic records is also performed by Ms. Asano. Both the interview and record examination are essential in determining proper programming of all ELLs and in identifying ELLs who are SIFE and/or ISS and in need of additional support.

A thorough review of the student's translated academic records is completed by one of three ELL guidance counselors—Ms. Christine Tu-Yeh, Mr. Roberto Verastegui and Mr. Frank Wilbeck. These counselors have received training in ELL identification, programming and accommodations by Ms. Jacqueline Irving, ELL Coordinator and certified ELL teacher. Furthermore, they are bilingual—Ms. Tu-Yeh is fluent in Chinese and Mr. Verastegui and Mr. Wilbeck are fluent in Spanish. As Chinese and Spanish are the two predominant native languages at Francis Lewis High School, ELLs are assigned, whenever possible, to the counselor who speaks his or her native language.

If the student is determined to be eligible for LAB-R testing based upon the responses to the HLIS, the student is administered the exam by Ms. Asano in the ELL department office. As LAB-R testing is done a minimum of twice a week, the exam is typically given on the same day as admission to Francis Lewis High School. It should be noted that all incoming new entrants to the NYC public school system are tested during their first 10 days of school. In addition, at peak times (i.e. September and February), LAB-R testing is available every school day. This is to ensure that students receive the proper academic program from the start.

While the student is tested in the inner department office, the parents are welcomed and informed in the outer office by the ELL Coordinator, Ms. Jacqueline Irving, the Parent Coordinator, Ms. Connie Miaoulis, the ELL tri-lingual paraprofessional, Ms. Sharon Ng and the Principal, Mr. Musa Ali Shama (when his schedule permits). Parents view the parent orientation video, which details ELL program options, in their native language. To enhance understanding, program choices are then clarified by either Ms. Asano or Ms. Irving, often with the native language assistance of Ms. Ng who is fluent in English, Chinese and Korean. If language interpretation is required in another language, it is provided on-site by an NLA certified teacher, certified bilingual paraprofessional, or certified bilingual guidance counselor, or by phone by a NYC DOE interpreter. Parents are also provided with a handbook which outlines their choices. The handbook is provided in their native language when possible or in English if the native language translation is unavailable. Parents are given time to consult with one another and/or their child, to view the video more than once if needed, to review the handbook and to ask questions.

While still in the department office, parents then complete the parent survey part of the Parent Survey and Program Selection form. If the parent has responded "yes" to each of the items and verbally indicated that they understand their choices and are ready to elect a program for their child, they complete the program selection form. If, however, the parent has answered "no" to any of the items on the Parent Survey, Ms. Asano provides the material and/or information indicated as missing/incomplete/not understood to ensure that the parents/guardians are fully informed prior to selecting the program.

If the student tests entitled to ESL/bilingual services as per the LAB-R, the student is programmed based on parent choice. Currently, Francis Lewis High School offers a transitional bilingual program in Chinese and a free-standing ESL program. If a parent elects a program which is not currently available at FLHS and the parent request does not satisfy the criteria for the creation of the program (i.e. 20 students or more at the same grade level), Ms. Asano offers a transfer to a school which does offer what the parent is requesting. The parent may then elect to reject the transfer and the student will be placed in the program indicated as the parent's next choice. It should be noted that each year a tally of the parent requests for non-existent programs at FLHS is kept so that in the event that the criteria for the creation of a new program is met, FLHS may respond promptly and appropriately to the need, aligning program choices

with parent choice.

Historically, the slight majority of initial program choices of parents has been for free-standing ESL (55% this year). However, not unsurprisingly, parents of beginning level ELLs typically initially select bilingual while parents of advanced ELLs choose free-standing ESL. Movement between programs is minimal. Once a student enters the ESL or bilingual program, he or she is likely to remain in it until testing out. Currently, our program offerings—transitional bilingual program in Chinese and free-standing ESL—align with parent choice.

All entitled ELLs are coded as such in ATS and HSST. In HSST, current ELLs are coded “ZESL” for ESL program participation, “ZBIL” for bilingual program participation, “ZMONO” for monolingual services without ESL as per the IEP. Former ELLs are also coded with “FOR” and the year they tested out. These codes help to ensure correct programming and accommodations, assist in data collection and analysis, and also serve to inform every member of the faculty and staff of the students’ ELL status.

Each year at the beginning of the term (typically early September but dependent upon release of the NYSESLAT results), continued entitled letters are issued in the native languages and English. Parents may elect to change their child’s program choice by indicating the request in writing. However, as mentioned previously, most do not elect to change.

Continued entitlement and appropriate placement is based upon performance on the NYSESLAT administered in the spring term. All entitled ELLs, including those cross-identified as ISS, are scheduled for the exam. Notification is done in the native languages and English by letter, phone and public announcement. Student placement, course offerings and curriculum are aligned with the results. For example, in the past, inadequate movement from intermediate to advanced levels resulted in an additional period of intensive writing study. Similarly, poor performance in the listening section of the NYSESLAT by advanced-level students resulted in a greater focus and practice in listening skills as well as a change of venue to a quieter location. Data are analyzed by level movement across the modalities.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										42	65	68	49	224
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										68	50	55	65	238
<b>Total</b>	0	0	0	0	0	0	0	0	0	110	115	123	114	462

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	548	Newcomers (ELLs receiving service 0-3 years)	378	Special Education	103
SIFE	34	ELLs receiving service 4-6 years	115	Long-Term (completed 6 years)	55

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	186	4	4	35	2	5	3	1	1	224
Dual Language										0
ESL	173	14	3	43	2	2	22	5	2	238
<b>Total</b>	<b>359</b>	<b>18</b>	<b>7</b>	<b>78</b>	<b>4</b>	<b>7</b>	<b>25</b>	<b>6</b>	<b>3</b>	<b>462</b>

Number of ELLs in a TBE program who are in alternate placement: 5

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	0	0	2	4
Chinese										40	65	68	47	220
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>42</b>	<b>65</b>	<b>68</b>	<b>49</b>	<b>224</b>								

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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										19	16	10	15	60
Chinese										23	16	25	33	97
Russian										1	1	0	2	4
Bengali										0	0	1	2	3
Urdu										4	2	3	3	12
Arabic										0	0	0	0	0
Haitian										1	0	0	0	1
French										0	0	1	0	1
Korean										16	11	15	5	47
Punjabi										2	1	0	1	4
Polish										0	0	0	1	1
Albanian										0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										2	3	0	3	8
<b>TOTAL</b>	<b>0</b>	<b>68</b>	<b>50</b>	<b>55</b>	<b>65</b>	<b>238</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

To serve student needs and align instruction with parental choices, Francis Lewis High School offers free-standing ESL and a transitional bilingual education program in Chinese. The self-contained program models incorporate heterogeneous grouping for regents-level courses and homogeneous grouping for all other courses. The ESL department has ten certified and tenured ESL teachers, three of whom are dually-certified in English. ELLs receive instruction in compliance with CR Part 154 based upon their performance on the NYSESLAT or LAB-R. Specifically, beginning level ELLs receive three forty-five minutes of ESL a day five days a week; intermediate ELLs receive two forty-five minute periods five days a week; and advanced ELLs receive one forty-five minute period of ESL and one forty-five minute period of ELA five days a week. Total ESL instructional minutes per week exceed the mandated number of units of support for ELLs as per CR Part 154. In addition, all ELLs in the bilingual Chinese program receive one forty-five minute period of NLA five days a week. Similarly, ELLs who are native-speakers of Spanish or Korean receive one forty-five minute period of NLA five days a week. A large number of ELLs complete advanced placement NLA coursework.

To make content comprehensible and to enrich language development, instruction is scaffolded in all ESL, NLA and content-area courses with a dual focus on the development of communicative and academic language. Instruction incorporates, for example, the use of technology (e.g. Achieve 3000), media (e.g. CNN and National Geographic), realia (e.g. historical documents, artwork, models), heterogeneous and homogeneous grouping (e.g. grouping by proficiency level, interest, or opinion), graphic organizers (e.g. t-charts) and alternative assessments (e.g. portfolios, project-based learning). Furthermore, materials are varied to appeal to the different learning styles and needs of our ELL population. For example, to appeal to the visual learner World Link Video is incorporated into courses. In addition, the ESL department uses a variety of content-rich ESL texts (e.g. Shining Star and Milestones) and texts which incorporate both fiction and non-fiction (e.g. The Holt Reader). Many texts also include built-in differentiation activities and/or sections. For example, the beginning level text Keys to Learning contains an entire literacy section that the ESL Level 1 teacher may utilize. In the selection of texts, age-appropriate, student-centered and high-interest content is the focus.

To accelerate the progress of English Language Learners across the curriculum, all members of the school community promote an “open door” policy. Collaborative team-teaching and interdisciplinary inter-visitations, including guidance counselor participation, provide

opportunities for members to develop a repertoire of best practices. Furthermore, partnerships between ELA, NLA, ESL and content-area ELL teachers allow teachers to coordinate and reinforce instruction. Departmental liaisons provide turn-key training of knowledge and techniques to colleagues while common preparation periods for teachers of ELLs across the curriculum afford opportunities for on-going professional development and dialogues.

To inform instruction, teacher access to ELL data through ARIS and Daedalus is available via the internet. To ensure accessibility, computers are available in department offices, the teacher resource center, faculty lounges and the library. Training in the operation of both systems and interpretation of the data posted is provided to all faculty.

The data inquiry team promotes effective instruction as student performance across the curriculum is analyzed throughout the term. Findings direct departmental programming, including teacher and student scheduling and course placement as well as curriculum development and/or revision.

In response to ELL performance on the Global History regents, supplemental instruction funded through Title III is provided to ELLs who have taken but not yet passed the exam. The course is taught by a certified social studies teacher with successful experience teaching ELLs and is supported by Ora Verstandig, Literacy Coach and a certified/experienced ESL teacher. Both instruction and materials are differentiated to meet the specific needs of these ELLs. Mentoring/hands-on training is also provided by the Literacy Coach to the content area teacher, who can utilize the strategies acquired in subsequent classes and provide turn-key training to colleagues.

Teachers of ELLs guide students in academic and personal goal-setting through conferencing. After reflecting upon past performance, behaviors and aspirations, students complete self-assessment questionnaires. Then, teachers and students work collaboratively to set individual goals and to develop educational plans to meet the goals.

Furthermore, as part of the Language Interpretation and Translation Policy, a home contact system ensures that Chinese, Korean, and Spanish-speaking parents of ELLs are apprised in their native language of any circumstance that impacts their children's progress. Bilingual teachers communicate with parents via phone and/or e-mail on the behalf of monolingual colleagues. Outside assistance is employed to reach parents who speak lower-incidence languages.

Specialized program components, supplementary to the required or recommended services, offer assistance and instruction to students with interrupted formal education (SIFE), newcomers, long-term ELLs, students in need of Instructional Support Services (I.S.S.), former ELLs and students requiring more than four years to graduate.

#### SIFE

For SIFE to be afforded the most appropriate education, the cornerstone is identification. Using the criteria established by the Department of Education, the LAB/BESIS Coordinator with the assistance of an NLA teacher or the ELL trilingual paraprofessional, and a guidance counselor carefully screens each new student to determine whether or not he or she is SIFE. In addition, the dedicated bilingual guidance counselor assigned the case performs an interview and a thorough review of the student's academic records. If it is determined that the student is, in fact, SIFE, the student will be programmed for an extended instructional day and/or offered enrollment in the Title III program to assist him or her in attaining at or above grade level performance in all subjects. The extended-day program is designed to support content area instruction and accelerate academic and communicative language development. To activate and build on students' prior knowledge, coursework includes intensive study of learning strategies, particularly pre-reading and reading strategies (e.g. using contextual clues, predicting, and graphically representing information). In addition, topics such as study skills, note-taking, time management and test-taking strategies are covered in detail to acclimate students to the academic environment and empower them with the skills needed for success in school.

Furthermore, students identified as SIFE receive native language arts instruction (NLA) if available. Through a collaborative effort, ESL and NLA teachers deliver coordinated/parallel instruction to promote simultaneous development in both languages.

#### Newcomers

To encourage a comfortable and successful transition for all new immigrants, newcomer orientations are offered throughout the year to ELLs and their families. The orientations include: a school tour, review of student schedules and the school calendar, overview of sequence and scope of courses with grade promotion and graduation requirements, availability of support services and supplemental programs, advisement scheduling, and team and club offerings.

ELLs and their parents and/or guardians are provided with school information through multiple avenues (e.g. open school night, PTA meetings, student orientation meetings, the school website) and in multiple languages.

Newcomers are also given the opportunity to attend intensive supplementary ESL courses on Saturday funded through Title III. In addition to language instruction, the courses offer cultural studies and excursions that support academic and communicative language development.

Furthermore, ELLs at the beginning level of proficiency in English will find Level 1 ESL courses available, if needed, in both the fall and spring terms despite annualization of courses. This also permits newcomers to continue in the level, if needed, beyond the single term, affording the students the most appropriate instruction.

In constant communication, ESL pedagogues, the ELL coordinator, and the dedicated guidance counselors closely monitor the progress of newcomers and work collaboratively to effectively address any issues that arise.

**Long-term ELLs and ELLs Requiring More Than Four Years to Graduate**

Long-term ELLs and ELLs requiring more than four years to graduate may be coping with issues beyond academic, requiring a sensitive and comprehensive approach. The student, his or her parents/guardians, guidance counselors, teachers and the appropriate Assistant Principal(s) confer to accurately identify and address each need. Appropriate steps—counseling, tutoring, and/or enrollment in additional/supplementary classes and/ or alternative placement in YABC or special education—are then taken.

**Students in Need of Instructional Support Services**

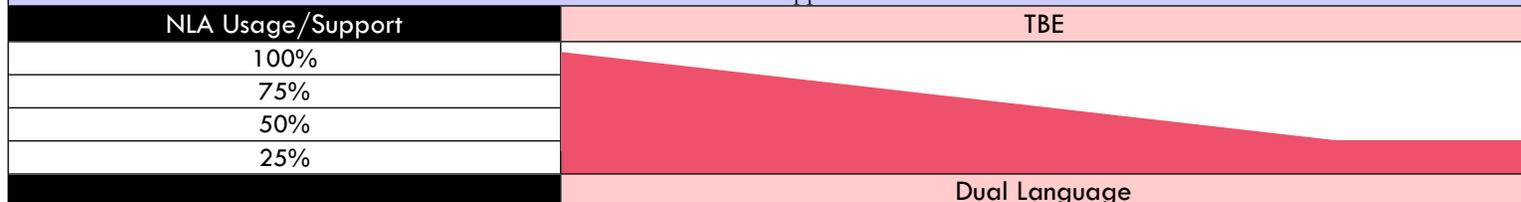
Identification of ELLs in need of special education is essential. The I.S.S., ESL and guidance departments work closely to identify any student potentially in need of these services. Close monitoring of student academic performance, behavior, and attendance will be performed to inform the Pupil Personnel Team (PPT). Subsequent evaluation by the PPT and alternative placement of the student in I.S.S. will follow the protocol set forth by the Department of Education.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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 Arts and Native Language Support**

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



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

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

### Former ELLs

All former ELLs are provided with up to two years of Transitional English, a course designed to reinforce, clarify, and amplify the instruction in regular English courses. Students are also offered teacher-led or peer tutoring. If appropriate, academic intervention services (additional instructional periods through Circular 6) will be provided. Furthermore, if the parental program selection was bilingual, the students may receive two additional years of bilingual content-area instruction if desired.

### Testing

The preference for beginners to take regents exams in their native language as they fare much better doing so. However, advanced students prefer English and perform well. This is reflected in the statistical analysis of course and regents performance.

### Language Electives

Francis Lewis offers a wide variety of language electives—foreign, native and English. Foreign language offerings include Spanish, French,

Hebrew, Latin, and Japanese. Native language includes Chinese, Korean, Spanish, and Greek. English electives include research, drama, College Now, and journalism. ELLs may also complete advanced placement coursework and examination in English and/or any of the foreign or native languages.

#### Equal Opportunities, Accessibility and Additional Support

ELLs are afforded equal opportunities and accessibility to appropriate instruction and resources through programming based on student need, through LAB-R and/or NYSESLAT results as well as academic performance, and parent choice. Counselors address ELLs' academic, social and emotional concerns through advisement. To build a relationship from the start, counselors meet individually with all ninth-grade ELLs to set and discuss progress towards academic and personal goals.

An ELL Welcome and Information Center located within the ESL department office serves to familiarize incoming and current students and their parents with the Language Allocation Policy, ESL curriculum and instruction, city and state assessments, and supplemental educational opportunities (e.g. Title III) as well as address any concerns or questions they may have.

The Peer Advocate Liaison (PAL) program serves to ease the period of transition for newly-admitted ELLs by providing supports crucial to their success. A collaborative venture of the ESL and guidance departments, it pairs new admits with informed and academically successful classmates—former ELLs, whenever possible—who help ELLs navigate their new environment. To overcome language barriers, new admits with low levels of English proficiency are paired with PALs who speak the same native language. With the opportunity to earn service credit, the “PALs” assist the new admits with building organization and procedures. Examples of tasks include locating classrooms and important offices, and obtaining gym uniforms, student ids, metrocards and lunch cards. A resource for the newcomers, the PAL program also offers opportunities for informal but real exchanges in the target language—English.

A newly-developed partnership with St. John's University will bring a large number of student-teachers to Francis Lewis High School, increasing the availability of before, during-, and after-school tutoring for ELLs in all content areas. The student-teachers will provide individualized, small-group and large group instruction as part of their fieldwork experience.

#### Targeted Intervention Programs

To prepare ELLs for the Comprehensive Regents Examination in English, all juniors are programmed for regents preparation courses. Intermediate-level ELLs are programmed for an additional course (supplementary to the two mandated periods of ESL) while advanced-level ELLs receive preparation within the mandated ESL course. Coursework promotes the development of critical thinking/analytical skills. In-class and homework assignments model English regents tasks. Individualized after-school regents tutoring is also offered.

Title III Saturday and extended-day programs offer additional support to all ELLs—current, former, long-term, SIFE, and those requiring ISS—with language and content-area courses offered. At all proficiency levels, English Language Learners (ELLs) are faced with the two-fold challenge of academic language and content. Fluency in academic language is necessary for mastery of content as it is the foundation for comprehension. However, ELLs must simultaneously acquire both. Accelerating the simultaneous acquisition through thematically-paired ESL and content area instruction, the Title III Saturday program offers 25 weeks of supplemental instruction in ESL, math, science, and social studies. In addition, to address the needs of more than 50 at-risk ELLs who have taken but not yet passed the Global History regents, a required exam for graduation, a one-hour extended-day Global History class will be offered Monday through Thursday for 25 weeks. It will focus on increasing content knowledge and accelerating the development of ELLs' analytical and writing skills. As the targeted ELLs are already in school on the weekdays, there is an increased likelihood of attendance in this enrichment course when offered after their school day as opposed to on Saturdays.

As noted in *Diverse Learners on the Road to Success: The Performance of New York City's English Language Learners* (Office of English Language Learners, 2009), by targeting supports and focusing on the development of academic language and literacy, schools can “unlock” ELLs' potential. A review of research documented in *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers* (New York State Education Department: Office of Bilingual Education) reveals “proficiency in a second language can best be developed when it is allowed to emerge holistically and naturally through the use of functional language for authentic purposes” (Hamayan 1993). The authors assert that, “In order to ensure that second language learners do not fall behind their monolingual peers, it is now expected that the ESL professional incorporate content-area material, i.e. authentic English literature, science experiments, historical documents, problem solving, etc., into planning and instruction.”

To further support their assertion, they point to research conducted by O'Malley and Valdez-Pierce (1996) who noted,

...what second language educators have overtly recognized is that the language of each content area has special concepts, vocabulary, and language functions that require unique forms of instruction in which language and content are integrated. As part of this instruction, students should have opportunities to learn and apply concepts in the content areas through all four language skills...Research has shown that appropriate content instruction facilitates language learning.

With research as the cornerstone of the program and data driving instruction, the Title III classes are collaboratively planned by ten fully certified and licensed ESL, NLA and content-area teachers (1 math; 2 science; 2 social studies) under the supervision of a coordinator. Student placement is dependent on language proficiency, subject knowledge and student need. State-generated performance data, course performance data and student requests indicate the need for supplemental content-based language instruction in American and Global History, Living Environment, Chemistry, Algebra and Geometry. Hence, these are the classes offered in conjunction with ESL instruction. ESL instruction will target, but not be exclusive to, both newcomers and long-term ELLs. Students in the Saturday program have the opportunity to attend both a content-area and an ESL course while students who elect the extended-day program receive Global History.

To facilitate instruction and serve the needs of ELLs in the Transitional Bilingual Program and ELLs requesting bilingual services, three certified bilingual language teachers (Chinese, Korean and Spanish) co-teach lessons in the classrooms, providing translation, small group instruction and one-to-one tutoring as needed.

To support continuous participation in the Title III program and accelerate academic progress, guidance counseling is offered. One bilingual guidance counselor addresses the needs of ELLs on an on-going basis for the entire twenty-five weeks of the program for a total of 56 hours, 6 of which are dedicated to parent workshops. One-on-one conferencing and reviews of transcripts (course and regents grades), teacher evaluations/referrals, NYSESLAT scores and student questionnaires are conducted to aid in identifying specific areas of concern for ELLs.

As Douglas Barnes stated, "Education should strive not for the acceptance of one voice, but for the exploration of many voices." To that end, the supplemental instruction includes performance, culture and technology components designed to help ELLs, particularly newcomers and long-term, to "find" and express their voices. Teachers provide culturally-diverse, video-based and computer-aided instruction to ELLs. Instruction is exclusive to Title III ELLs, supervised by a coordinator and reinforced using Achieve 3000, Digital Interactions, World Link, Channel Thirteen Video libraries and Internet research. Performance components include but are not limited to student-created one-act plays, speech making, poetry recitals and video clips. Portfolios highlight student work.

To support the program, equipment such as a printer, scanner, memory sticks, maps and assorted science supplies will be used along with student textbooks and general supplies. Furthermore, professional development materials including, but not limited to, texts and videos designed to aid teachers of ELLs in accelerating language development will be utilized.

As language and culture are intertwined, instruction explores both elements and is supported by educational and cultural excursions with pre- and post-study designed to enrich students' language development. Proposed excursions include but are not limited to: Ellis Island, The Bronx Zoo, The American Museum of Natural History, The Metropolitan Museum of Art (including the Cloisters) and Medieval Times.

#### Professional Development Program

According to *Diverse Learners on the Road to Success: The Performance of New York City's English Language Learners* (Office of English Language Learners, 2009), 26% of the City's public school student population is composed of ELLs and former ELLs. The 2006 ELLs in New York City: Student Demographic Data Report (Summer, 2006) notes that "more than 40% percent of all NYC students report speaking a language other than English at home." To enhance the quality of the instruction provided to ELLs, the ten teachers and one coordinator in the Title III program will participate in three four-hour sessions of Triple A Training: Year One or QTEL: Building the Base I provided by turnkey trainers.

#### Description of Parent and Community Participation

To promote parental/community participation and student success in the language instruction program, six Title III parent orientation meetings will be held (One in November, December, February, March, May, and June). These meetings are supplemental to the regular school-wide orientation meetings already scheduled for parents of all students. Topics covered include ways for parents to support students enrolled in the program. The one-hour meetings conducted by the Title III Coordinator, the guidance counselor and three bilingual teachers address the following topics:

#### Orientation to the Title III Program

An in-depth look at the Title III Program (i.e. courses of study, requirements, expectations, technology, parental involvement, and academic

counseling).

**Strategies to Assist Your Child Across the Curriculum (One session)**

A workshop on best practices for parents to support student progress in ESL, Math, Science and Social Studies. Topics include using technology, note-taking, word work, study skills, and parent-student and parent-teacher conferencing

**Academic Opportunities for English Language Learners**

A presentation on the supplemental and/or special services and opportunities available to ELLs.

**The College Bound Student (Two Sessions)**

A discussion of the process of college preparation and admission. Topics such as study skills, application, essay writing, responding to questionnaires, and interviewing are addressed.

**Stories of Success—Student-Parent Sharing of Successes in the Title III Program**

An exhibition of student successes (samples of work) and a forum to provide suggestions for improvement.

**New Developments in ESL**

Achieve 3000 will be introduced into beginning and intermediate level ESL courses, including self-contained ESL/ISS courses.

The position of Literacy Coach will be created to infuse literacy strategies across the content areas, offer on-going teacher mentoring, raise student performance, and support the development of an interdisciplinary curriculum. A monthly newsletter entitled "Links to Literacy" will be published offering specific strategies to accelerate language development.

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

**D. Professional Development and Support for School Staff**

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

**Professional Development and Support for School Staff**

All members of the faculty and all ELL personnel are supported with on-going professional development. ELL workshops are offered throughout the year. Topics include but are not limited to: Understanding and Addressing the Needs of ELLs in the Content-Area Classroom, Interpreting ELL Data, Using Data to Drive Instruction, Easing the Transition: From ESL to English and Scaffolding Techniques. Furthermore, there is on-going mentoring of content area teachers who are new to teaching an ELL population. The ELL Coordinator and Literacy Coach are available two periods a day to provide assistance in lesson planning and assessment.

**E. Parental Involvement**

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

#### Parental Involvement

To determine the needs of parents and the best ways to meet those needs, school-created parent questionnaires are distributed, collected and analyzed each year. These surveys, which are distributed in English and the native languages, serve to identify areas of interest and/or need for both the parents' personal development (e.g. training in Microsoft Excel) and their children's development (e.g. college preparation). Included on the surveys are possible ways for the school to provide for these needs and parents are requested to indicate preferences. There are also areas to offer suggestions and indicate interest in providing workshops to other parents.

Responses to the school-issued parent questionnaires as well as the NYC-issued Learning Environment Surveys are analyzed and parent activities are created and aligned with the responses.

Parent events include, but are not limited to:

- 1) School orientations
- 2) PTA meetings
- 3) Parent-teacher conferences
- 4) College fairs
- 5) State assessment/PSAT/SAT workshops
- 6) Parent workshops (for personal and professional development)
- 7) ARIS and Daedalus workshops

On-site interpreters are available in Chinese, Korean and Spanish at each event. At the end of several of the events, feedback forms are distributed and then used as the basis for improvement.

To keep parents up-to-date on events, opportunities and most recent topics of concern and interest in education, the Parent Coordinator, Ms. Connie Miaoulis, publishes parent newsletters on the Francis Lewis High School web-site. The newsletters, which total more than fifty per year, are translatable on-line within the FLHS web-site.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										29	26	22	20	97
Intermediate(I)										49	75	64	71	259
Advanced (A)										43	36	43	36	158
Total	0	0	0	0	0	0	0	0	0	121	137	129	127	514

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

	I										27	47	49	42
	A										37	35	25	42
	P										31	34	31	37
READING/ WRITING	B										26	20	19	19
	I										43	73	57	69
	A										31	26	32	34
	P										4	2	6	6

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6							0
7							0
8							0
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	189	0	132	0
Math <u>MXRE</u>	30	175	23	158
Math <u>MXRG</u>	160	0	142	0
Biology				
Chemistry				
Earth Science	43	62	20	35
Living Environment	132	133	118	122
Physics				
Global History and Geography	66	98	43	79
US History and Government	108	47	62	27
Foreign Language				
Other <u>NLA REGENT</u>	0	317	0	317
Other <u>MXRT</u>	153	0	129	0
NYSAA ELA	5	0	5	0
NYSAA Mathematics	5	0	5	0
NYSAA Social Studies	5	0	5	0
NYSAA Science	5	0	5	0

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)	18	12	22	24				
Chinese Reading Test	8	15	33	249				

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

Formative and summative ELL data reveals a number of patterns. These patterns and the instructional/curriculum changes to address them, in conjunction with supports already in place, are as follows:

- An increasing number of ELLs are entering at the beginning level of proficiency and/or over-age. To ensure level-appropriate instruction, ESL level 1 will be offered in both the fall and spring terms despite annualization. To accelerate communicative language development through increased language exposure and practice, ESL level 3 (i.e. low-intermediate) will remain three periods of ESL—one period more than mandated—in the spring term. Additional texts and materials of high-interest to older teens at low proficiency levels will be utilized. Furthermore, NLA coursework will reinforce ESL coursework through the use of parallel strategies and thematically-paired units whenever possible.
- There is an increase in the number of ELLs who have difficulties in their native languages. Outreach to these students will be conducted to encourage participation in the Title III program. Intensive NLA instruction and support is available through the program. Daily individualized tutoring in ESL and NLA will also be available. All ELL teachers will continue to differentiate instruction.
- On the English regents, the Part II essay—Writing for Information and Understanding—presents the greatest challenge to ELLs. Increased emphasis will be placed on informational writing in regents preparation courses and the use of non-fiction will be expanded. Graphics and textual materials from across the curriculum (from social studies, in particular) will be utilized. Additional regents preparation strategies, i.e. those developed by Kaplan, will be introduced with a specific focus answering on multiple-choice questions. This is in response to the change in the English regents.
- The DBQ and thematic essay questions on the Global History Exam, whether responded to in English or the native language, present great difficulty for ELLs. There will be a renewed focus on writing across the curriculum with coursework and examinations in all subjects requiring extended written responses. In addition, a Global History course designed for ELLs who have taken but not yet passed the Global History regents will be created to assist ELLs in grasping the academic content and in developing the specific writing skills necessary to compose effective essays. The teacher of this course will receive instructional support from the Literacy Coach/ELL specialist. To benefit a greater number of ELLs, the teacher will incorporate the use of the newly-acquired ELL strategies in all courses taught.
- ELLs perform better when taking regents examinations in the native language than in English. ELLs and eligible former ELLs will continue to be informed of and granted the testing accommodation that permits simultaneous use of English and native language versions of regents examinations and the option to respond in the native language. To encourage the development of content-related/specific vocabulary, the use of content-based ESL texts and materials will be expanded.
- Across grade levels, ELLs' listening and speaking skills as evaluated on the NYSESLAT far exceed their reading and writing skills. Greater emphasis and time will be placed on the development of reading and writing skills across all subject areas. Professional development workshops on teaching reading and writing strategies will be offered. Tutoring availability will be expanded.

The success of our ELL programs is evaluated based on a number of factors :

- 1) NYSESLAT performance;
- 2) Performance on regents and RCT examinations and alternate assessments;
- 3) Performance on Chinese and Spanish Reading Tests;
- 4) Credit accumulation/course performance;
- 5) Attendance and graduation rates;
- 6) Classroom/Teacher observations;
- 7) Parent, teacher and student Learning Environment Survey responses and/or questionnaires.

Comparisons of past and current performance indicators are made to determine level of student progress. Instruction and curriculum, aligned with ESL standards, is reinforced or revised in accordance with the results.

\*Francis Lewis High School opted out of ELL Periodic Assessments.

### 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 additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		