



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : FRANCIS LEWIS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 26Q430

PRINCIPAL: MUSA ALI SHAMA

EMAIL: MSHAMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Musa Ali Shama	*Principal or Designee	
Arthur Goldstein	*UFT Chapter Leader or Designee	
Leslie O’Grady	*PA/PTA President or Designated Co-President	
Linda Lang		
Jean Brimmer	DC 37 Representative, if applicable	
Albert Wah	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Caridad Robles		
N/A	CBO Representative, if applicable	N/A
Erik McCarthy	Member/CSA	
Rehana Parker	Member/CSA	
Madge Leone	Member/UFT	
Richard Gogarty	Member/UFT	
Singe Lam	Member/Parent	
Charles Pope	Member/Parent	
Joyce Spinelli	Member/Parent	
Ernest Sutton III	Member/Parent	
Lourdes V. Hartrick	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Increase PSAT/SAT Critical Reading and Writing Scores

Comprehensive needs assessment

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

Improve student performance in reading and writing to provide students with the necessary skills to succeed in post secondary education.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - 1. Analyze PSAT/SAT critical reading and writing scores to measure areas of improvement. .**
 - 2. Provide curriculum writing professional development sessions for teachers during July and August 2011 and continued throughout the 2011-2012 school year.**
 - 3. English teachers will create comprehensive, integrated curriculum and assessment utilizing PSAT/SAT strategies beginning September 2011**
 - 4. Provide students with Saturday and before/after school PSAT/SAT teacher led workshops beginning September 2011**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. FRANCIS LEWIS H.S. IS NOT A TITLE I SCHOOL FOR 2011-2012

Francis Lewis High School will host a series of parent workshops as a part of parent involvement. The purpose of these workshops will be to assist parents with valuable resources that will benefit their child in achieving academic success. In an effort to reach out to all parents, interpretation services will be available at all parent workshops. Parent workshop notifications will be distributed through phone masters, parent coordinator newsletters, and student backpack. Parent Workshops topics will include: Technology, FAFSA, College Prep., H.S. Curriculum. Additional workshops/trainings/meetings will include: Bullying Prevention, College and Basic Essay Writing, PTA Meetings, Parent Teacher Conferences, New Parent Orientation, Native Language Parent Meetings, PSAT Score Back Parent Session, Senior and Junior Parent Meetings, A Community Networking Event, and Latino Parent Night: "Una Noche Latina en Francis Lewis"

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 1. Training/PD for teachers will include: Innovative lessons using technology, Scholastic System 44, Achieve 3000, IEP, Smart Board, Castle Learning, Daedalus, ARIS. AP, College Now, and Science Research**
 - 2. Individual review of scholarship report**

3. Professional Learning Committees with common planning will meet on a regularly to discuss and share best practices and teacher intervisitations

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 1. All 10th and 11th grade students will be scheduled to take the PSAT in the Fall 2011
 2. Student results will be analyzed and curriculum adjustments will be made to support student needs
 3. All 11th grade students will take the SAT for the first time in the Spring 2012
 4. Student results will be analyzed and curriculum adjustments will be made for the fall semester of senior year (12th grade) in preparation for Fall SAT exam.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy , Title III OTPS, and NCLB

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Francis Lewis HS will ensure all students are college ready having the knowledge and skills to succeed in credit-bearing courses without remediation.

Comprehensive needs assessment

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

By October 2012, FLHS will increase college readiness metrics established by the DOE by 2% as compared to 2010-2011 results.

Familiarize and provide students in all grade levels with a rigorous college level ready level course of study.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 1. **Students will be offered over 20 different College Now courses that may be taken at Francis Lewis, Queens College, Monroe College, or St. John's University**
 2. **Over 20 Advanced Placement courses will be offered to students in the 10th grade.**
 3. **Partnership with CUNY, Monroe College, and St. John's University**

4. Provide all students with multiple opportunities to visit various college campuses throughout the year.
5. Create a College Readiness Computer Center which will provide students access to the college admissions process under the guidance of our college counselors.
6. Beginning in July 2011 and throughout the 2011-2012 school year, faculty will work together within the academies to create a career ready curriculum track beginning in the 9th grade and culminating in a College Now or Advanced Placement in the 12th grade.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Francis Lewis High School will host a series of parent workshops as a part of parent involvement. The purpose of these workshops will be to assist parents with valuable resources that will benefit their child in achieving academic success. In an effort to reach out to all parents, interpretation services will be available at all parent workshops. Parent workshop notifications will be distributed through phone masters, parent coordinator newsletters, and student backpack. Parent Workshops topics will include: Technology, FAFSA, College Prep., H.S. Curriculum. Additional workshops/trainings/meetings will include: Bullying Prevention, College and Basic Essay Writing, PTA Meetings, Parent Teacher Conferences, New Parent Orientation, Native Language Parent Meetings, PSAT Score Back Parent Session, Senior and Junior Parent Meetings, A Community Networking Event, and Latino Parent Night: "Una Noche Latina en Francis Lewis"**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. **Training/PD for teachers will include: Innovative lessons using technology, Scholastic System 44, Achieve 3000, IEP, Smart Board, Castle Learning, Daedalus, ARIS. AP, College Now, and Science Research**
 2. **Individual review of scholarship report**
 3. **Professional Learning Committees with common planning will meet on a regularly to discuss and share best practices and teacher intervisitations**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 1. **Assign a coordinator to each academy**
 2. **Teachers in each academy will be provided with PD and common planning to discuss student achievement to adjust curriculum and assessments to students' specific needs.**

ACADEMIES INCLUDE: Forensic, Law, Engineering/Robotics, EMT, Science Research, Virtual Enterprise

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy Supplemental Educational Services (SES) Title I Title III OTPS

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	140	216	167	115	295	0	28	0
10	175	186	112	98	344	0	25	0
11	143	42	103	86	236	0	17	0
12	101	13	84	74	137	0	23	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA: Read 180 Ramp Up Balanced Literacy Wilson Reading Program- SRA Direct Instruction Reading Prog. Collaborative Team Teaching English Tutoring	<ol style="list-style-type: none"> 1. All 9th year students who scored 1 or low level 2 on 8th grade assessment programmed for double-period Read 180 class. 2. 10th grade students who are still performing at low literacy levels, based on SRI, programmed into a double period Ramp Up Balanced Literacy program 3. One-on-tutoring available throughout the school day and after school. 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
Mathematics:	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.
Science:	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.
Social Studies:	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.

At-risk Services Provided by the Guidance Counselor:	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.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	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.
At-risk Health-related Services:	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA: ISS DEPT. Wilson Reading Program- SRA Direct Instruction Reading Prog. Collaborative Team Teaching English Homework Helpers and Tutoring	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 of the extended day
Mathematics: ISS DEPT. Collaborative Team Teacher-Math Summer Bridge Math Homework Helpers and Tutoring	Special education co-teacher support in general education class, grades 9/10 during school day. Full class instruction, pre-9th grade math for students scoring less than 3 on the Math test. One to one tutoring during the school day or the extended day.
Science: ISS DEPT.	<ol style="list-style-type: none"> 1. Students were offered one on one tutoring with teachers in the subject areas. 2. After school peer tutoring program. 3. Team teaching (CTT) class. 4. Saturday supplementary lab program. 5. Basic skills science prep course, for at-risk students.

Social Studies: <i>ISS DEPT.</i>	1. The 10 th and 12 th graders were provided with small group instruction after school. 2. All students were provided the opportunity for one on one tutoring during the school day.
At-risk Services Provided by the Guidance Counselor: <i>ISS DEPT.</i>	Temporary at risk counseling to deal with crisis situations
At-risk Services Provided by the School Psychologist: <i>ISS DEPT.</i>	N/A
At-risk Services Provided by the Social Worker: <i>ISS DEPT.</i>	Renewable 6 week at risk counseling for students in crisis. Anger management group session Referrals to mental health agencies

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

N/A

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 26Q430

School Name: Francis Lewis High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

H.S. ELA – SWD

H.S. Math – SWD

Although we made the target graduation rate for SWD, we did not meet the safe harbor for AYP in math and ELA for SWD. We missed the benchmark by less than 10 students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 1. Literacy Coach;
 2. Intervisitation in support of innovative teaching strategies;
 3. Small group tutoring classes;
 4. Analyze student ELA & Math RCT/Regents/Test scores;
 5. Program students with teachers suited for the child's specific need(s);
 6. Students will be programmed in Team Teaching classes with dually licensed ISS teacher as well as General Education subject area teacher;
 7. Integrate technology in classrooms, such as Castle Learning, iLearn, Achieve 3000 etc.

Part B: For Title I SINI Schools Only

N/A

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader D. Maldonado/D. Sanchez	District 26	Borough Queens	School Number 430
School Name Francis Lewis High School			

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

Principal Musa Ali Shama	Assistant Principal Jacqueline Irving, ELL Coord.
Coach Ora Verstandig	Coach type here
ESL Teacher Michela Asano, ESL	Guidance Counselor Chris Tu-Yeh
Teacher/Subject Area Rena Sum, Chinese	Parent Patricia Fadis
Teacher/Subject Area Sylvia Huh, ESL	Parent Coordinator Constance Miaoulis
Related Service Provider type here	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	11	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	4
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	7
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	4162	Total Number of ELLs	550	ELLs as share of total student population (%)	13.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 SWD and in need of additional support.

A thorough review of the student's translated academic records is completed by his or her guidance counselor. All counselors have received training in ELL identification, programming and accommodations by Ms. Jacqueline Irving, ELL Coordinator and certified ELL teacher. As Chinese and Spanish are the two predominant native languages at Francis Lewis High School, ELLs are assigned, whenever possible, to either Ms. Tu-Yeh or Mr. Ricardo Verastegui, counselors who speak Chinese and Spanish, respectively.

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. If the home language is Spanish, the student is subsequently administered the Spanish LAB-R. All incoming new entrants to the NYC public school system are tested within ten days of admission once school is in regular session. However, as LAB-R testing is done a minimum of twice a week throughout the regular school year, the exam is typically given on the same day as admission to Francis Lewis High 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. It should be noted that a parent or guardian is required to accompany his or her child throughout the admissions process; this includes the process of determining LAB-R eligibility and program information and selection.

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 via 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 on an on-going basis. In the event that the criteria for the creation of a new program is met, FLHS will then respond promptly and appropriately to the need, aligning program choices with parent choice.

Historically, the majority of initial program choices of parents has been for free-standing ESL (77% 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. Original parent survey and program selection forms are filed in the students' cumulative folders in the student records office and copies are kept in the ESL office by year of admission.

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. In addition, NYSESLAT results for current ELLs are printed by modality on student program cards. 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 entitlement 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. The continued entitlement letters are collected by the classroom teacher, submitted to the LAB/BESIS Coordinator, and kept on file in the ESL department office along with any written parent request for program changes. Parental contact is made by phone and mail, as needed, to facilitate the return of all letters.

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. Data is analyzed across grade levels and modalities. Student placement, course offerings and curriculum are aligned with the results. For example, below standard performance in the reading/writing modalities of the 2011 NYSESLAT prompted revision to the curriculum. Greater emphasis is now placed on textual analysis of non-fiction.

Part III: ELL Demographics

A. ELL Programs

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

Page 20

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										41	42	68	72	223
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										86	72	52	44	254
Push-In														0
Total	0	0	0	0	0	0	0	0	0	127	114	120	116	477

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	550	Newcomers (ELLs receiving service 0-3 years)	375
SIFE	21	ELLs receiving service 4-6 years	127
		Special Education	99
		Long-Term (completed 6 years)	48

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	184	2	3	37	3	1	2	1	1	223
Dual Language										0
ESL	174	6	5	59	6	6	21	1	9	254
Total	358	8	8	96	9	7	23	2	10	477

Number of ELLs in a TBE program who are in alternate placement: 6

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	0	2
Chinese										38	42	68	72	220
Russian										1	0	0	0	1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	41	42	68	72	223								

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										20	15	12	7	54
Chinese										43	26	22	22	113
Russian										2	2	1	1	6
Bengali										1	0	0	0	1
Urdu										3	3	4	2	12
Arabic										0	0	0	0	0
Haitian										0	1	0	0	1
French										0	2	0	0	2
Korean										11	15	9	11	46
Punjabi										0	3	1	1	5
Polish										0	0	0	0	0
Albanian										2	0	0	0	2
Other										4	5	3	0	12
TOTAL	0	86	72	52	44	254								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 eleven certified and tenured ESL teachers, two of whom are dually certified in English and one who is dually certified in special education. 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. Historically, a significant 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 (bilingual Chinese and in English) with a dual focus on the development of communicative and academic language. Instruction incorporates, for example, the use of technology (e.g. smartboard), 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 Scholastic Action On-line 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.

In the TBE program, twenty-one content area courses in math, science and social studies are offered in Chinese with NLA support. Bilingual instruction begins with 100% of native language support/usage and decreases throughout the year to 25% as instruction in English increases accordingly. NLA instruction examines patterns in reading and writing in the content areas and emphasizes the development of analytical/interpretive skills in the examination of fiction and non-fiction. Diagnostic and formative NLA assessments include but are not limited to: the Chinese reading test (CRT), the Spanish LAB-R, classroom examinations, portfolios, project-based assessments, teacher/administrator interview, report card/transcript review, advanced placement and regents examinations. Translated versions of assessments are reviewed for validity and the results for accuracy by department assistant principals.

To accelerate the progress of English Language Learners across the curriculum, all members of the school community promote an “open door” policy. Team-teaching and interdisciplinary inter-visitations provide opportunities for members to develop a repertoire of best practices. Furthermore, collaboration between ELA, NLA, ESL and content-area ELL teachers allows teachers to coordinate and reinforce instruction. Common planning periods for teachers of ELLs afford opportunities for on-going professional development and dialogues.

A. Programming and Scheduling Information

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. In addition, NYSESLAT results by modality are disseminated to the faculty via email and are printed for quick reference on student program cards.

Professional development has been restructured to permit a common time for the entire faculty to engage in teacher-driven inquiry. Topics include the integration of technology and latest research into classroom instruction, analysis of student work and performance, and curriculum alignment with Common Core Standards. 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 not yet passed the exam. The course is taught by a bilingually certified social studies teacher with successful experience teaching ELLs. Both instruction and materials are differentiated to meet the specific needs of these ELLs.

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 with disabilities (SWDs), 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 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 offered enrollment in the Title III program to assist him or her in attaining at or above grade level performance in all subjects. The program is designed to supplement content area instruction and accelerate academic and communicative language development. To activate and build on students' prior knowledge, instruction includes the 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.

One-to-one tutoring is strongly encouraged and offered in both English and the native language whenever possible. In addition, native language arts (NLA) instruction is provided 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

A. Programming and Scheduling Information

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.

ELLs Receiving 4-6 years of Service

The focus is on academic language development as communicative language skills have typically been achieved. NYSESLAT results identify writing as the skill in need of development. All ESL courses present writing as a process and include peer review and self reflection to increase student accountability. Constructive and instructive feedback is provided by teachers and peers. Supplemental instruction offered through Title III includes grammar through context, essay writing and test-taking strategies. Peer tutoring is also offered before, during and after the school day.

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 evening programs, YABC or special education—are then taken.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	All diploma bound SWD who are cross-identified as ELLs are placed in the least restrictive environment--mainstream ESL courses, general education and/or CT English classes--reg		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of
B. Programming and Scheduling Information--Continued			
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

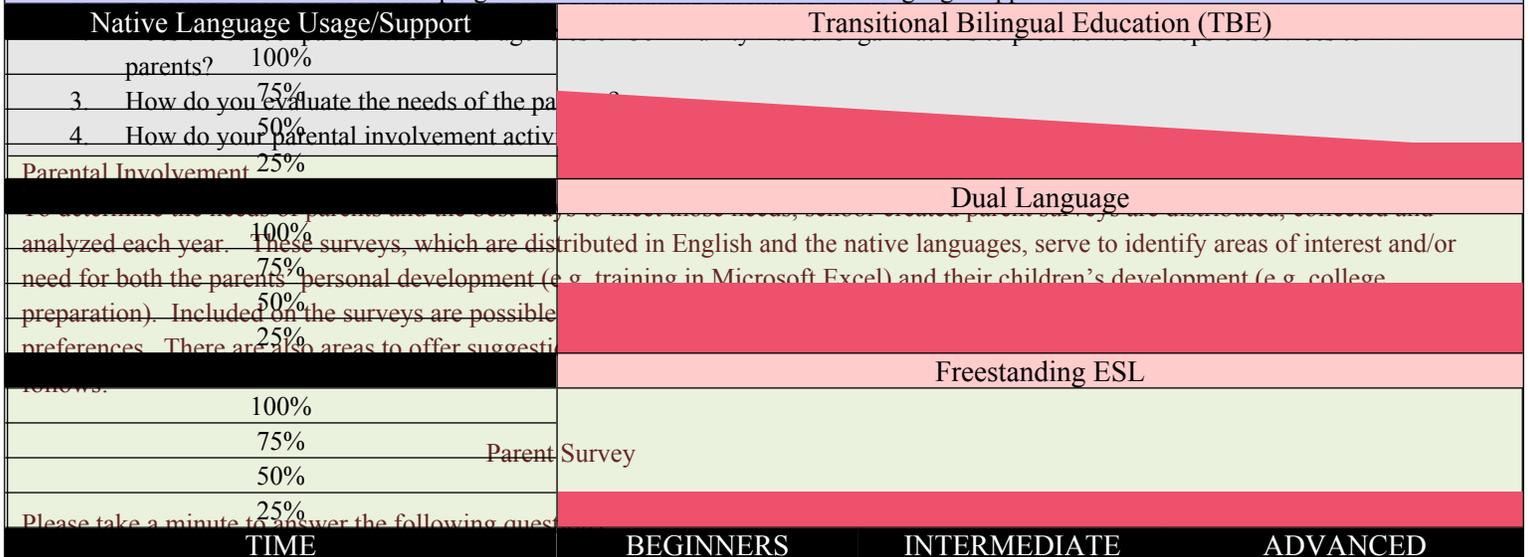
All members of the faculty and staff supported with on-going professional development. ELL workshops are offered throughout the year. Topics may include but are not limited to: Understanding and Addressing the Needs of ELLs in the Content-Area Classroom, Interpreting ELL Data, Using Data to Drive Instruction, Easing the Transition: From ESL to English and Scaffolding Techniques. Attendance at the workshops is recorded, kept on file in the principal's office, and credited to the 7.5 hours of ELL training as per Jose P.

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.

In addition, teachers of ELLs will participate in the development and implementation of a system of collegial intervisitations across the curriculum with the assistance of the City of New York (CUNY) network. This will provide opportunities to observe best practices, align curricula across departments and with CCS, promote teacher inquiry and increase the academic rigor and effectiveness of instruction.

Native Language Usage and Supports

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



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

Please print clearly.

Parent/Guardian's Name _____

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 surveys 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. The survey is as follows:

Parent Survey

Please take a minute to answer the following questions.

Have your child return the completed form to Room 105.

Please print clearly.

Parent/Guardian's Name _____

Student's Name _____ Grade _____

Address _____ Apt# _____ Zip code _____

Daytime Phone _____ Evening Phone _____

Cell Phone _____ Best Time to Call _____

Email Address _____

How would you like us to communicate with you? _____ Phone _____ Email _____ Mail _____

In what language(s) would you like to receive communications? _____

Convenient time of the day for meetings and workshops? _____

Would you be interested in volunteering for school events/committees? Yes _____ No _____

List any particular skills or interests (i.e. editing, writing, printing, etc.) and or business/community connections that you may have. _____

Topics you would like addressed at our PTA Meetings/Title I Workshops over the course of the school year.

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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.

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

1. 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 continue to be offered in both the fall and spring terms, if needed, 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. Current periodicals--Action and Scope (Scholastic publications)-- and materials of high interest to older teens at low proficiency levels will be utilized. The use of technology in classroom instruction will be expanded. Smartboard training will be provided to all faculty. Furthermore, NLA coursework will reinforce ESL coursework through the use of parallel strategies and thematically-paired units whenever possible.
2. There is an increase in the number of ELLs who demonstrate little to no annual progress as evidenced by course grades/promotion to the next level and/or NYSESLAT performance. Outreach to these students will be conducted to encourage participation in the Title III program. Attendance and lateness issues will be addressed collaboratively by the students' teachers and guidance counselors. Initial parental contacts will be made earlier. Individualized tutoring in ESL and NLA (for those with literacy issues) will be strongly encouraged. This will include peer tutoring. All teachers of ELLs will continue to differentiate instruction.
3. Based on an analysis of student performance on the English and Global regents performed by the literacy Coach, the ELL coordinator, the assistant principal of social studies and selected department members, the use of non-fiction at all levels 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 placed on answering multiple-choice questions. This is in response to the increase in the weight of multiple-choice questions on the exam.
4. An item analysis of the Global History Regents completed by the literacy coach, ELL coordinator and social studies data inquiry team suggests a need for literacy development and direct instruction in test-taking strategies and interpreting graphics. A pattern emerged among the questions which generated the greatest percentages of incorrect responses--the overwhelming majority of these questions required little to no content knowledge. Selection of the correct answer relied instead upon students' reading comprehension and test-taking skills. Initiatives to promote literacy across the curriculum, (e.g. academic vocabulary development--"word of the day" and providing textual evidence/reference to support a point) will be implemented.
5. 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

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.

1) Part III: ELL Demographics

A. ELL Programs--Number of classes per grade

Students are placed in classes by proficiency level not by grade level; a class may have all four grade levels. We have listed the number of students by grade not classes.

B. ELL Years of Service and Programs and ELLs by Subgroup--Number of ELLs by Subgroup

Total number of ELLs listed here is 477; total number of ELLs listed in Part I, Section D--School Demographics is 550. The difference is the 73 special education ELLs who do not participate in the bilingual or ESL programs as their IEPs indicate "monolingual services without ESL". They have been included in the total number of ELLs in Part I, but not in the subgroups in the TBE or ESL programs since they are in neither.

C. Home Language Breakdown and ELL Programs

There are two Spanish-speaking students and one Russian speaker listed in the TBE HL breakdown--these are special education ELLs who receive bilingual services in every class they attend through the assistance of a bilingual paraprofessional. However, we do not have either a Spanish or Russian bilingual program.

2) Part V: Assessment Analysis

A. Assessment Breakdown--Overall NYSESLAT proficiency results by grade. The latest results for spring 2011 (542) do not align with the total ELL population in Part 1 D (550) as all students did not take the test.

D. Professional Development and Support for School Staff

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Convenient time of the day for meetings and workshops? _____

Would you be interested in volunteering for school events/committees? Yes _____ No _____

List any particular skills or interests (i.e. editing, writing, printing, etc.) and or business/community connections that you may have. _____

Topics you would like addressed at our PTA Meetings/Title I Workshops over the course of the school year.

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 surveys 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. The survey is as follows:

Parent Survey

Please take a minute to answer the following questions.

Have your child return the completed form to Room 105.

Please print clearly.

Parent/Guardian's Name _____

Student's Name _____ Grade _____

Address _____ Apt# _____ Zip code _____

Daytime Phone _____ Evening Phone _____

Cell Phone _____ Best Time to Call _____

Email Address _____

How would you like us to communicate with you? _____ Phone _____ Email _____ Mail _____

In what language(s) would you like to receive communications? _____

Convenient time of the day for meetings and workshops? _____

Would you be interested in volunteering for school events/committees? Yes _____ No _____

List any particular skills or interests (i.e. editing, writing, printing, etc.) and or business/community connections that you may have. _____

Topics you would like addressed at our PTA Meetings/Title 1 Workshops over the course of the school year.

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.

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)										46	28	14	19	107
Intermediate(I)										64	68	76	69	277
Advanced (A)										35	37	45	41	158
Total	0	0	0	0	0	0	0	0	0	145	133	135	129	542

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										11	7	3	4
	I										36	36	50	49
	A										45	31	33	49
	P										31	41	36	19
READING/ WRITING	B										37	20	12	14
	I										57	63	71	64
	A										28	28	35	36
	P										1	4	4	7

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	297	0	248	0
Integrated Algebra	0	62	0	62
Geometry	4	140	4	128
Algebra 2/Trigonometry	7	130	3	115
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	5	0	3	0
Earth Science	75	45	48	32
Living Environment	13	132	8	107
Physics	45	0	24	0
Global History and Geography	95	103	40	78
US History and Government	96	151	78	135
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	7	0	7	0
NYSAA Mathematics	5	2	5	2
NYSAA Social Studies	4	1	4	1
NYSAA Science	5	2	5	2

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)	17	10	6	20				
Chinese Reading Test	0	12	37	230				

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

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

Formative and summative ELL data reveal 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 continue to be offered in both the fall and spring terms, if needed, 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. Current periodicals--Action and Scope (Scholastic publications)-- and materials of high interest to older teens at low proficiency levels will be utilized. The use of technology in classroom instruction will be expanded. Smartboard training will be provided to all faculty. 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 demonstrate little to no annual progress as evidenced by course grades/promotion to the next level and/or NYSESLAT performance. Outreach to these students will be conducted to encourage participation in the Title III program. Attendance and lateness issues will be addressed collaboratively by the students' teachers and guidance counselors. Initial parental contacts will be made earlier. Individualized tutoring in ESL and NLA (for those with literacy issues) will be strongly encouraged. This will include peer tutoring. All teachers of ELLs will continue to differentiate instruction.
- Based on an analysis of student performance on the English and Global regents performed by the literacy Coach, the ELL coordinator, the assistant principal of social studies and selected department members, the use of non-fiction at all levels 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 placed on answering multiple-choice questions. This is in response to the increase in the weight of multiple-choice questions on the exam.
- An item analysis of the Global History Regents completed by the literacy coach, ELL coordinator and social studies data inquiry team suggests a need for literacy development and direct instruction in test-taking strategies and interpreting graphics. A pattern emerged among the questions which generated the greatest percentages of incorrect responses--the overwhelming majority of these questions required little to no content knowledge. Selection of the correct answer relied instead upon students' reading comprehension and test-taking skills. Initiatives to promote literacy across the curriculum, (e.g. academic vocabulary development--"word of the day" and providing textual evidence/reference to support a point) will be implemented.
- 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

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.

1) Part III: ELL Demographics

A. ELL Programs--Number of classes per grade

Students are placed in classes by proficiency level not by grade level; a class may have all four grade levels. We have listed the number of students by grade not classes.

B. ELL Years of Service and Programs and ELLs by Subgroup--Number of ELLs by Subgroup

Total number of ELLs listed here is 477; total number of ELLs listed in Part I, Section D--School Demographics is 550. The difference is the 73 special education ELLs who do not participate in the bilingual or ESL programs as their IEPs indicate "monolingual services without ESL". They have been included in the total number of ELLs in Part I, but not in the subgroups in the TBE or ESL programs since they are in neither.

C. Home Language Breakdown and ELL Programs

There are two Spanish-speaking students and one Russian speaker listed in the TBE HL breakdown--these are special education ELLs who receive bilingual services in every class they attend through the assistance of a bilingual paraprofessional. However, we do not have either a Spanish or Russian bilingual program.

2) Part V: Assessment Analysis

A. Assessment Breakdown--Overall NYSESLAT proficiency results by grade. The latest results for spring 2011 (542) do not align with the total ELL population in Part 1 D (550) as all students did not take the test.

Part VI: LAP Assurances

School Name: FRANCIS LEWIS HIGH SCHOOL		School DBN: 26Q430	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
MUSA ALI SHAMA	Principal		11/30/11
JACQUELINE IRVING, COORDINATOR	Assistant Principal		11/30/11
CONSTANCE MIAOULIS	Parent Coordinator		11/30/11
SYLVIA HUH	ESL Teacher		11/30/11
PATRICIA FADIS	Parent		11/30/11
MICHELA ASANO, ESL	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		
ORA VERSTANDIG	Coach		11/30/11
	Coach		
CHRIS TU YEH	Guidance Counselor		11/30/11

School Name: FRANCIS LEWIS HIGH SCHOOL

School DBN: 26Q430

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DENNIS SANCHEZ	Network Leader		11/30/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q430 **School Name:** Francis Lewis High School

Cluster: 5 **Network:** CFN 521

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

Part A: Needs Assessment Findings

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

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: the college exploration process, state assessments and graduation requirements, and creating a successful high school experience for their children.

Part B: Strategies and Activities

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

To 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.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: FRANCIS LEWIS HS	DBN: 26430
Cluster Leader: DEBRA MALDONADO	Network Leader: DENNIS SANCHEZ
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 170 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 6 # of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 24 weeks of supplemental instruction in ESL, ELA (including SAT preparation), math, science, and social studies. It will focus on increasing the development of ELLs' analytical and writing skills.

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, Algebra, and Geometry. Hence, these are the classes offered in conjunction with ESL instruction. ESL instruction will target, but not be

Part B: Direct Instruction Supplemental Program Information

exclusive to, both newcomers and long-term ELLs.

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-four weeks of the program for a total of 46 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 Scholastic Online, World Link, Channel Thirteen Video libraries and Internet research in the ESL computer lab. 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 increase students' accountability, students engage in peer review/editing with teachers acting as facilitators. 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 The New York Botanical Garden.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: 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 two four-hour sessions of QTEL.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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 are as follows:

1. 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).

2. 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

3. Academic Opportunities for English Language Learners

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

4. 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.

Part D: Parental Engagement Activities

5. 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.

Part E: Budget

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

Allocation Amount: \$66880

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	57,141.24	<p>Total = \$51,812.32</p> <p>Weekend Courses (Saturday)</p> <p>1 coordinator x 5 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$6,007.20</p> <p>2 ESL teachers x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$9,611.52</p> <p>1 English teacher x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = 4,805.76</p> <p>1 Math teacher x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$4,805.76</p> <p>1 Science teacher x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$4,805.76</p> <p>2 Social Studies teachers x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$9,611.52</p> <p>1 Chinese teacher x 4 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$4,805.76</p> <p>1 Korean teacher x 2 hrs. per day x 24 days (1 day/wk for 24 weeks) @</p>

Part E: Budget

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

Allocation Amount: \$66880

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>\$50.06/hr = \$2,402.88</p> <p>1 Spanish teacher x 2 hrs. per day x 24 days (1 day/wk for 24 weeks) @ \$50.06/hr = \$2,402.88</p> <p>1 bilingual guidance counselor x 40 hrs. @ \$53.82/hr = \$2,152.80</p> <p>1 Certified QTEL trainer x 8 hrs. @ 50.06/hr = \$400.48</p> <p>Professional Development</p> <p>Total = \$4,405.28</p> <p>10 Title III teachers and 1 coordinator will attend two four-hour professional development workshops. They will be compensated at the per-session rate of \$50.06 per hour.</p> <p>10 teachers x 4 hrs x 2 workshops @ \$50.06/ hr = \$4004.80</p> <p>1 coordinator x 4 hours x 2 workshops @ \$50.06/hr = \$400.48</p>

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

Allocation Amount: \$66880

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	400.48	1 Certified QTEL trainer x 8 hrs. @ 50.06/hr = \$400.48
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	2,800.00	SAT preparation materials (e.g. books, flashcards),textbooks
Educational Software (Object Code 199)		n/a
Travel	5,000.00	bus transportation
Other	1,000.00	refreshments for parents
TOTAL	66,880.00	