



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FRANCIS LEWIS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q430

PRINCIPAL: MUSA ALI SHAMA

EMAIL: MSHAMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

06-24-2013

2012-13 CEP TEMPLATE

FOR REWARD, RECOGNITION AND IN GOOD STANDING SCHOOLS

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	On file
Arthur Goldstein	*UFT Chapter Leader or Designee	On file
Leslie O'Grady	*PA/PTA President or Designated Co-President	On file
Linda Lang	*PA/PTA President or Designated Co-President	On file
Jean Brimmer	DC 37 Representative, if applicable	On file
Albert Wah	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	On file
Bethany Pincus		
	CBO Representative, if applicable	On file
Erik McCarthy	Member/CSA	On file
Rehana Parker	Member/CSA	On file
Paula Duffy	Member/UFT	On file
Richard Gogarty	Member/UFT	On file
Singee Lam	Member/Parent	On file
Charles Pope	Member/Parent	On file
Joyce Spinelli	Member/Parent	On file
Ernest Sutton III	Member/Parent	On file
Lourdes Hartrick	Member/Parent	On file

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

SCHOOL-WIDE 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 the College & Career Readiness Index (CCI) of graduating students by 3%

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. **To increase the amount of students meeting standards set by CUNY to be considered College and Career ready which will avoid remedial coursework placement and ultimately, graduate every student from high school within four years.**

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:

- At risk students have been identified and placed in a special z-lid program.**
- Students are designated a common guidance counselor who monitors weekly progress.**
- Students take part in a credit recovery program which allows them to achieve the necessary credits for graduation.**
- Students take part in all senior activities including the college application process and informative assemblies.**
- Report cards and progress reports will be closely monitored to track student achievement.**
- Students who are reading at level 1 and 2 will be enrolled in Ramp Up classes.**
- Students who receive a score less than 75 on the ELA Regents and 80 on the Math Regents are given AIS tutoring and course work in preparation for the next Regents administration.**
- Blended learning assignments are offered to all students who are deficient in ELA and Math.**
- College Office offers students College Preparatory workshops throughout the school year.**

Strategies to increase parental involvement: All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Meetings with guidance staff, students, and parents in order to meet student needs.**
- Parent access to Skedula and Aris in order to track student performance.**
- 4 Report cards and 4 progress reports will be distributed to students/parents over the course of the school year**
- Evening guidance hours will be made available for parents.**
- P.M. College workshops are offered in different languages to parents of students in each grade level.**
- Translators are made available for all parent workshops and PTA meetings.**

Budget and resources alignment

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

X Tax Levy Title I Title IIA X Title III Grants X Other

If other is selected describe here: **OTPS, VTEA**

Service and program coordination: Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)

SCHOOL-WIDE ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #2 - Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To provide opportunities for teacher development that promotes independent and shared reflection in addition to leadership growth.

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.

80% of teachers will intervisit with a peer minimum 3 times and reflect on a problem of practice aligned to NYCDOE Instructional Expectations.

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:

- **Coordinate Professional Development around Danielson rubric**
- **Implement protocols around looking at student work**
- **Create curriculum teams around development of performance tasks**
- **Create protocols around providing feedback**
- **Align common preps so that learning can be shared**
- **Identify topics for inquiry to support actionable feedback related to strategies for shifts in practice.**

Strategies to increase parental involvement: All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Actively involve parents in planning, reviewing and creating activities.**
- **Provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.**
 - **To maintain communication between teachers, staff and parents through:**
 - **Parent-Teacher conferences**
 - **4 Progress Reports distributed to parents/students**
 - **Reasonable access to staff**
 - **Opportunities to volunteer and participate in school events**
 - **Provide parents with staff's DOE email accounts to increase communication**
- **To assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on Reading, Math and Science strategies.**

Budget and resources alignment

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

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

 x Tax Levy Title I Title IIA x Title III Grants x Other

If other is selected describe here: **OTPS, VTEA**

Service and program coordination : Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Ongoing Professional Development for teachers/guidance counselors**
- **Agendas & sign in sheets of team meetings**
- **Documentation of protocols around feedback**
- **Feedback forms of intervisitations.**
- **Evidence of student work**

- **Reflection feedback forms.**
- **Post Observation & Observation reports of APs**

Annual Goal #3 - Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- **Develop Common Core aligned performance tasks in Global History and Living Environment.**

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.

80% of students will effectively complete performance tasks in Global History & Living Environment.

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:

- **Coordinate teachers in order to develop framework of curriculum aligned to CCLS.**
- **Identify units to develop performance tasks.**
- **Provide professional development in order to support teachers on implementation of CCLS, implementation of performance tasks.**
- **Develop protocols for looking at student work**
- ~~Arrange intervisitation cycles aligned to DOE Instructional expectations to support work around implementation.~~
- **Plan teacher team meetings to review data**

Strategies to increase parental involvement: All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **Actively involve parents in planning, reviewing and creating activities.**
- **Provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.**
 - **To maintain communication between teachers, staff and parents through:**
 - **Parent-Teacher conferences**
 - **Reports to parents on their children's progress**
 - **Reasonable access to staff**
 - ~~Opportunities to volunteer and participate in school events~~
 - **The staff's professional DOE email accounts**
 - **To assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on the Common Core, Global History, and Living Environment performance tasks.**

Budget and resources alignment

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

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

X Tax Levy Title I Title IIA X Title III Grants X Other

If other is selected describe here: **OTPS, VTEA**

Service and program coordination : Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the

coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Ongoing Professional Development for teachers/guidance counselors** • **Documentation of Unit plans & lesson plans leading to performance tasks.**
- **Agenda & minutes of departmental & team meetings.**
- **Curriculum maps posted online.**
- **Evidence of student work**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services	Descriptio		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after
ELA	<ol style="list-style-type: none"> 1. Daily preparatory course for students who have previously failed the English Regents. 2. Supplemental course work for students in danger of failing English courses. 3. Saturday English Regents tutoring for referred students. 4. Peer tutoring by ARISTA students based 	<ol style="list-style-type: none"> 1. Small group instruction with one-to-one conferencing 2. Small group instruction or one-to-one as necessary 3. Tutoring/small group instruction 4. Tutoring/one-to-one 5. Tutoring/one-to-one 	<ol style="list-style-type: none"> 1. During the school day 2. Before/during/after school day based on student needs and student availability 3. Selected Saturdays 4. During the school day 5. During the school day
Mathematics	<ul style="list-style-type: none"> • C-6 Tutoring • Peer Tutoring • AIS Regents week • Teacher Tutoring 	<ul style="list-style-type: none"> • Small group tutoring • One-to-one tutoring • Small group • Small group 	<ul style="list-style-type: none"> • Periods 2 – 9 during the day • Regents week
Science	<ul style="list-style-type: none"> • C-6 Tutoring • Peer Tutoring • AIS Regents week • Teacher /Mandated Tutoring • Make-up Labs 	<ul style="list-style-type: none"> • Small group tutoring • One-to-one tutoring • Small group/one-to-one • Small group • Small group 	All services are provided before/after student's school day, during lunch period, and on Saturdays.

Social Studies	<ul style="list-style-type: none"> • C-6 Tutoring • Peer Tutoring • AIS Regents week • Intervention Courses for students who failed the Global and US History 	<p>Small group One to One Small group Small group</p>	<p>All services are provided before/after student's school day, during lunch period, and on Saturdays.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Guidance Conferences with Students and Parents • Weekly meetings with school social worker 	<ul style="list-style-type: none"> • Individual and small group basis according to need 	<p>Throughout the school day, evenings, and on Saturdays</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Listed below are the strategies used to select and maintain High Quality staff:

1. State and City Certified in subject area
2. Open Market Teacher Hire System
3. Certification is maintained
4. Teachers are programmed based on certification and skills
5. Teachers are supported in Professional Development Opportunities (Learner Institute, CUNY...)
6. Teachers are supported in education classes if applicable (ESL, CITE...)
7. Teachers participate in the Mentoring Program

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.

The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

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York 11365

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Francis Lewis High School Parent
Compact
2012 -
2013

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

Francis Lewis High School

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

We understand: the need to actively involve parents in planning, reviewing and creating activities.

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

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

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

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

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

Parent/Guardian

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

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices, teaching and learning strategies.

I understand: the need to work with my child on schoolwork and homework on a daily basis.

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

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

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

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

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

Date: November 26, 2012

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

Please take time to send your email address to the school’s parent coordinator:
cmiaoulis@schools.nyc.gov

Parent’s First and Last Name (Print)

Parent’s Signature

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader 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

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
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.

Students with Disabilities

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

All diploma bound SWDs who are cross-identified as ELLs are placed in the least restrictive environment--mainstream ESL courses, general education and/or ICT English classes--regardless of whether or not their content area classes are self-contained.

Courses Taught in Languages Other than English

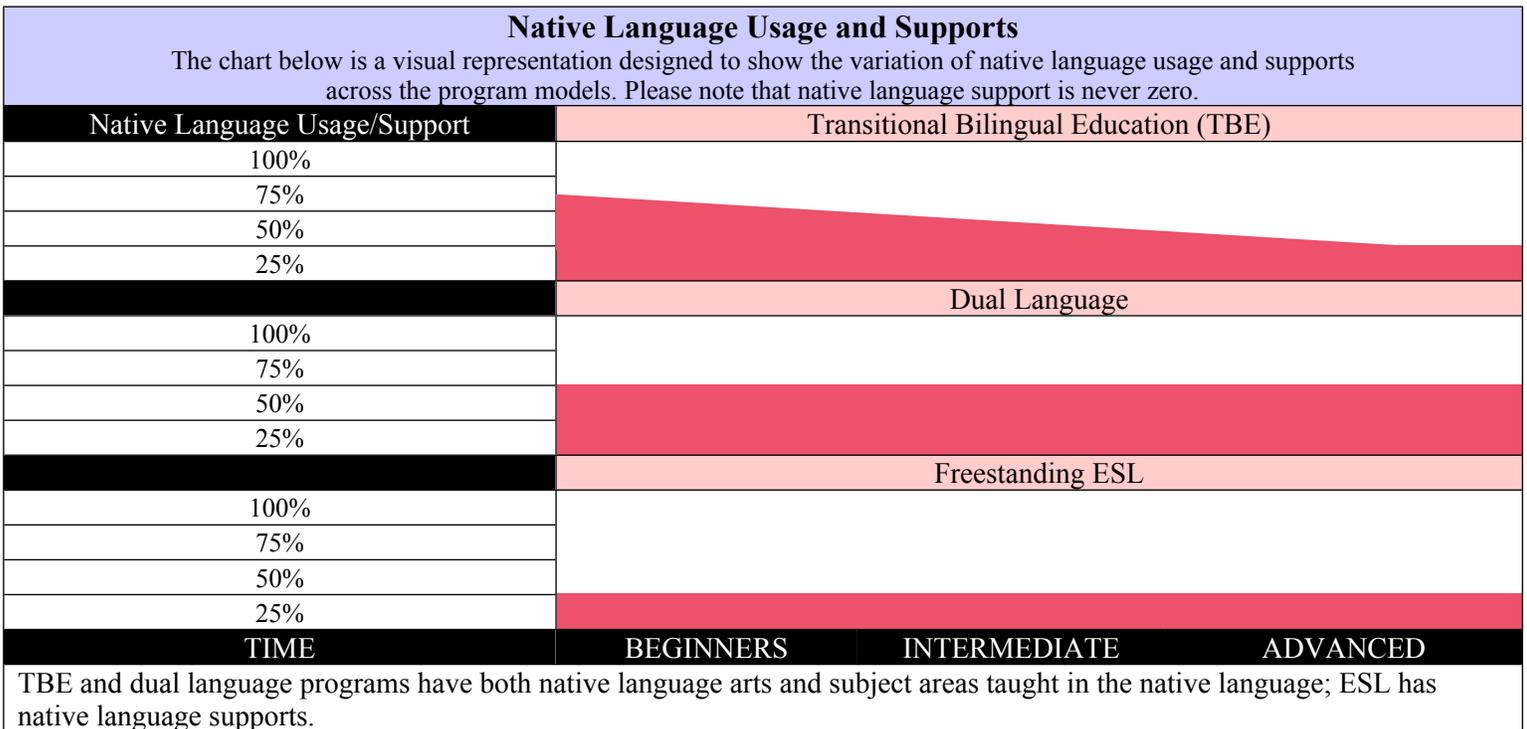
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Former ELLs

All former ELLs are provided with up to two years of transitional support. This includes Title III supplemental instruction, designed to reinforce, clarify, and amplify the instruction in regular English courses. Students are also offered teacher-led or peer tutoring. If appropriate, academic intervention services (additional instructional periods through Circular 6) will be provided. Furthermore, if the parental program selection was bilingual, the students receive up to two additional years of bilingual content-area instruction if desired. In addition, former ELLs receive all the testing accommodations current ELLs are entitled to (i.e. separate location, use of word-to-word bilingual dictionary, extended time and third reading of the listening passage on the English regents) for up to two years after testing proficient.

Testing

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

Language Electives

Francis Lewis offers a wide variety of language electives—foreign, native and English. Foreign language offerings include Spanish, French, Hebrew, Latin, and Japanese. Native language includes Chinese, Korean, Spanish, and Greek. English electives include research, drama, and College Now. ELLs may also complete advanced placement coursework and examination in English and/or any of the foreign or native languages.

Discontinued Programs and Rationale

Transitional services are now offered through Title III on Saturdays rather than in an extended school day. High absence rates and low enrollment registers due to the length of the school day indicated a need for change. Saturday enrollment boasts a substantially higher enrollment and attendance.

Equal Opportunities, Accessibility, Additional Support and Targeted Interventions

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

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

The Peer Advocate Liaison (PAL) program serves to ease the period of transition for newly-admitted ELLs by providing supports crucial to their success. It pairs new admits with informed and academically successful classmates—former ELLs, whenever possible—who help ELLs navigate their new environment. To overcome language barriers, new admits may be paired with PALs who speak the same native

language. With the opportunity to earn service credit, the “PALs” assist the new admits with building organization and procedures. Examples of tasks include locating classrooms and important offices, and obtaining gym uniforms, student ids, metrocards and lunch cards. A resource for the newcomers, the PAL program also offers opportunities for informal but real exchanges in the target language—English.

A student-created orientation video specific to Francis Lewis High School and recorded in multiple languages is expected to be completed in the spring. To be distributed to all incoming ELLs, it will familiarize students and their parents with essential school information and procedures.

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

A Title III Saturday program offers additional support to all ELLs—current, former, long-term, SIFE, and SWDs—with language and content area courses offered. At all proficiency levels, English Language Learners (ELLs) are faced with the two-fold challenge of academic language and content. Fluency in academic language is necessary for mastery of content as it is the foundation for comprehension. However, ELLs must simultaneously acquire both. Accelerating the simultaneous acquisition through thematically-paired ESL and content area instruction, the Title III Saturday program offers 24 weeks of supplemental instruction in ESL, ELA (including SAT preparation), math, science, and social studies. It focuses on increasing content knowledge and accelerating the development of ELLs’ analytical, writing and test-taking 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 exclusive to, both newcomers and long-term ELLs. Students in the Saturday program have the opportunity to attend both a content-area and an ESL course.

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

To support continuous participation in the Title III program and accelerate academic progress, guidance counseling is offered. One

bilingual guidance counselor addresses the needs of ELLs on an on-going basis for the entire twenty-five weeks of the program for a total of 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 World Link, Channel Thirteen Video libraries and Internet research conducted in the newly-outfitted 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 student accountability, students engage in peer review/editing with teachers acting as facilitators. Certain sessions will be held in the ESL computer lab to facilitate this process. 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.

Professional Development Program

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

Description of Parent and Community Participation

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

Orientation to the Title III Program

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

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

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

Academic Opportunities for English Language Learners

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

The College Bound Student (Two Sessions)

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

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

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

Native Language and Required Services Supports and Resource Correspondence with Student Age and Grade Levels
Required services (including NLA) support and resources correspond with student age and grade levels in addition to proficiency levels.
To the extent possible, NLA instruction parallels ESL and content-area instruction in content and structure.

New Developments in ESL

1. All ELLs will have access to a newly-outfitted computer lab intended to enhance and accelerate language acquisition and promote college preparedness. It will be utilized by ELLs in a variety of ways including, but not limited to, conducting on-line research, building web-sites, preparing Powerpoint presentations, participating in webinars, completing on-line examinations and activities, and posting and evaluating opinions on blogs.
2. A College Now course entitled "Web Design" will be offered to ELLs. It will focus on building language competency through building student-designed web-sites.
3. Curriculum will be revised on an on-going basis throughout the year to align closely with Common Core Standards (CCS). This process will include the development of ESL task bundles and an analysis of ELL performance on the bundles.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development and Support for School Staff

All members of the faculty and 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.

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.

Parent events include, but are not limited to:

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

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

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

Furthermore, in November, Francis Lewis High School will host its first annual Community Networking Fair. Presented by the PTA in partnership with New York City agencies, local politicians and businesses, it will provide parents/guardians and students with information on services of benefit to their families. Representatives from twenty city agencies and twenty-five community-based organizations have been invited to attend. Interpreters will be available on-site.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	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:

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 requiring extended written responses.
6. ELLs perform better when taking regents examinations in the native language than in English. ELLs and eligible former ELLs will continue to be informed of and granted the testing accommodation that permits simultaneous use of English and native language versions of regents examinations and the option to respond in the native language. To encourage the development of content-related/specific vocabulary, the use of content-based ESL texts and materials will be expanded.
7. Across grade levels, ELLs' listening and speaking skills as evaluated on the NYSESLAT far exceed their reading and writing skills. Greater emphasis and time will be placed on the development of reading and writing skills across all subject areas. Professional development workshops on teaching reading and writing strategies will be offered. Tutoring availability will be expanded.

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

- 1) NYSESLAT performance
- 2) Performance on regents and RCT examinations and alternate assessments
- 3) Performance on Chinese and Spanish Reading Tests
- 4) Credit accumulation/course performance
- 5) Attendance and graduation rates
- 6) Classroom/Teacher observations

7) Parent, teacher and student Learning Environment Survey responses and/or questionnaires

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

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

Additional Information

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

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 I 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

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)
	Teacher/Subject Area		
ORA VERSTANDIG	Coach		11/30/11
	Coach		
CHRIS TU YEH	Guidance Counselor		11/30/11
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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Francis Lewis HS</u>	DBN: <u>Q26430</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>5</u>
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

At all proficiency levels, English Language Learners (ELLs) are faced with the two-fold challenge of academic language and content. Fluency in academic language is necessary for mastery of content as it is the foundation for comprehension. However, ELLs must simultaneously acquire both. Accelerating the simultaneous acquisition through thematically paired ESL and content area instruction, the Title III Saturday program offers 25 weeks of supplemental instruction in ESL, math, science, and social studies. In addition, to address the needs of those students who need to prepare for the SAT exam an SAT prep class will be offered for 25 weeks. It will focus on increasing the development of ELLs' analytical and writing skill.

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; 1 science; 3 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 exclusive to, both newcomers and long-term ELLs.

To facilitate instruction and serve the needs of ELLs in the Transitional Bilingual Program and ELLs

Part B: Direct Instruction Supplemental Program Information

requesting bilingual services, two certified bilingual language teachers (Chinese and Spanish) co-teach lessons in the classrooms, providing translation, small group instruction and one-to-one tutoring as needed.

To support continuous participation in the Title III program and accelerate academic progress, guidance counseling is offered. One bilingual guidance counselor addresses the needs of ELLs on an on-going basis for the entire twenty-five weeks of the program for a total of 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 Digital Interactions, 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 enhance instruction and increase students' accountability, 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

Begin description here: Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

According to Diverse Learners on the Road to Success: The Performance of New York City's English Language Learners (Office of English Language Learners, 2009), 26% of the City's public school student population is composed of ELLs and former ELLs. The 2006 ELLs in New York City: Student Demographic Data Report (Summer, 2006) notes "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

Part C: Professional Development

ten teachers and one coordinator in the Title III program will participate in two four-hour sessions of Triple A Training: Year One or QTEL: Building the Base I provided by turnkey trainers.

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: Explain how the school will use Title III funds to increase parent and community participation.

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

Orientation to the Title III Program

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

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

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

Academic Opportunities for English Language Learners

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

The College Bound Student (Two Sessions)

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

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

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

Part E: Budget

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

Allocation Amount: \$68040

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 	<u>58,239.31</u>	<p><u>Supplemental Instructional Program</u> <u>Total = \$53,578.61</u></p> <p><u>Weekend Courses (Saturday)</u> <u>1 coordinator x 5 hrs. per day x 27</u> <u>days (1 day/wk for 27 weeks) @</u> <u>\$52.39/hr = \$7,072.65</u></p> <p><u>2 ESL teachers x 4 hrs. per day x 25</u> <u>days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = \$10,012.00</u></p> <p><u>1 English teacher x 4 hrs. per day x 25</u> <u>days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = 5,006.00</u></p> <p><u>1 Math teacher x 4 hrs. per day x 25</u> <u>days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = \$5,006.00</u></p> <p><u>1 Science teacher x 4 hrs. per day x 24</u> <u>days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = \$5,006.00</u></p> <p><u>2 Social Studies teachers x 4 hrs. per</u> <u>day x 25 days (1 day/wk for 25</u> <u>weeks) @ \$50.06/hr = \$10,012.00</u></p> <p><u>1 Social Studies teacher x 4 hrs per</u> <u>day x 9 days (1 day/wk for 9 weeks)</u> <u>@ \$50.06/hr = \$1,802.16</u></p> <p><u>1 Chinese teacher x 4 hrs. per day x</u> <u>25 days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = \$5,006.00</u></p> <p><u>1 Spanish teacher x 2 hrs. per day x</u> <u>25 days (1 day/wk for 25 weeks) @</u> <u>\$50.06/hr = \$2,503.00</u></p> <p><u>1 bilingual guidance counselor x 40</u> <u>hrs. @ \$53.82/hr = \$2,152.80</u></p> <p><u>Instructional Hours Total: \$53,578.61</u></p>

		<p><u>Professional Development</u> <u>Total = \$4,023.44</u></p> <p><u>7 instructional teachers, 2 bilingual teachers and 1 coordinator will attend two four-hour professional development workshops. They will be compensated at the per-session rate of \$50.06/52.39</u></p> <p><u>9 teachers x 4 hrs x 2 workshops @ \$50.06/ hr = \$3,604.32</u> <u>1 coordinator x 4 hours x 2 workshops @ \$52.39/hr = \$419.12</u></p> <p><u>Parent Workshops Total = \$637.26</u> <u>The coordinator and guidance counselor will conduct six one-hour parent workshops. The teachers will be compensated at the per-session rate of \$50.06 per hour.</u> <u>1 coordinator x 1 hr x 6 meetings @ \$52.39/hr = \$314.34</u> <u>1 guidance counselor x 1 hr x 6 meetings @ \$53.82/hr = \$322.92</u></p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p><u>\$800.00</u></p>	<p><u>Admission to educational/cultural performances and exhibits</u></p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	<p><u>\$3,000.69</u></p>	<p><u>books ,equipment and supplies</u></p>

Part E: Budget

• Must be clearly listed.		
Educational Software (Object Code 199)	_____	<u>4</u>
Travel	<u>\$5,000</u>	<u>bus transportation</u>
Other	<u>\$1,000</u>	<u>refreshments for paarents</u>
TOTAL	<u>\$68,040.00</u>	_____