

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: FRANCIS LEWIS HIGH SCHOOL
DBN (i.e. 01M001): 26Q430
Principal: DAVID MARMOR
Principal Email: DMARMOR@SCHOOLS.NYC.GOV
Superintendent: DONALD CONYERS
Network Leader: GERARD BEIRNE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
David Marmor – Signature On File	*Principal or Designee	
Arthur Goldstein – Signature On File	*UFT Chapter Leader or Designee	
Linda Lang and Jeanette Cunalata– Signature On File	*PA/PTA President or Designated Co-President	
Jean Brimmer – Signature On File	DC 37 Representative, if applicable	
Nicole Chan, Gabriela Robles and Alexander Morales– Signature On File	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
	Member/	
Rehana Parker – Signature On File	Member/ CSA	
Paula Duffy – Signature On File	Member/ UFT	
Richard Gogarty – Signature On File	Member/ UFT	
Samia Watoo- Signature On File	Member/ UFT	
Rosanna Schweiger – Signature On File	Member/ Parent	
Karen Childs– Signature On File	Member/ Parent	
Jacqueline Eng – Signature On File	Member/ Parent	
Gloria Sealy – Signature On File	Member/ Parent	
Coralie Hafkin – Signature On File	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 and Career Readiness Index (CCI) of graduating students by 3%, over the baseline rate of 64% from 2013-14.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

- 1 Students who are reading at level 1 and 2 will be enrolled in Read 180 program classes.
- 2 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 Regent's administration.
- 3 Blended learning assignments are offered to all students who are deficient in ELA and Math.
- 4 College Office offers students College Preparatory workshops throughout the school year.

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

1. At – Risk designated Guidance counselor, Literacy Coach, Computer tech for integration and literacy teachers
2. Department supervisors, guidance counselors, math and English teachers
3. Blended learning coordinator, content area teachers and designated guidance counselor
4. College advisors, college support staff and instructional support specialists

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

1. Monitor scholarship reports and analysis of benchmark exams
2. Monitor attendance at AIS and evaluate Regents results and individual student progress.
3. Scholarship data is provided at individual student level to monitor student progress.
4. Monitor attendance at workshops and develop new workshops to address rising needs of students as described in needs survey.

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

1. Programming done in June of 2014 and will be monitored until June 2015
2. AIS begins in October of 2014 and will continue until Regents exam date in January, will be implemented again in February to prepare for the June exam
3. Assignments are given in October and will continue throughout the year.
4. Workshops begin in September 2014 and will continue until June of 2015 and will be ongoing throughout the year.

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

1. Program office along with the guidance department will analyze eighth grade results to identify Level 1 and 2 readers and computer lab along with Read 180 subscription will be necessary.
2. In September a guidance effort will identify students in the senior class that have yet to achieve the identified target. Other teacher and peer tutoring programs have been put into place.
3. Students identified by Blended Learning Coordinator will be programmed into classes to meet their individual needs, rooms and teachers have been assigned to each course and will meet after school once per week.
4. Students frequently attend workshops with the College office during their English or Social Studies classes.

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).

- 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.

- 2 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 Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

25% of teachers will use the services of our in house lead teacher, in order to provide opportunities and resources for teacher development that promotes independent and shared reflection of best practices.

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.

Research has consistently shown that engaging teachers in reflection and providing growth opportunities for enhanced teaching practice leads to higher student achievement. Higher quality teaching equals increased student learning.

Instructional Strategies/Activities

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

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

- 1 Coordinate Professional Development around Danielson rubric
- 2 Implement protocols around looking at student work
- 3 Create protocols around providing feedback
- 4 Verbal and written feedback from supervisors will include recommendations of utilizing our support services.

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

1. Professional development coordinator, Lead teachers, network coaches and instructional supervisors.
2. Inquiry team leaders, Lead teachers and professional development coordinators.
3. Network and NYCDOE professional development trainers, instructional supervisors, principal and literacy coach.
4. Lead teacher and instructional supervisors.

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

1. PD agendas and artifacts will document alignment of professional development to Danielson framework
2. Artifacts from teacher team and inquiry team meetings will demonstrate the implementation of student work protocols.
3. Protocols from administrative professional development around feedback protocols will be analyzed; surveys from teachers will be used to evaluate the effectiveness of the new feedback protocols.
4. Log of attendance will be monitored in the lead instructional training center.

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

1. PD agendas will be published one week prior to each PD date. A school wide SBO was used to establish additional PD dates to provide additional opportunities for professional growth.
2. Protocols were designed in July of 2014 and will be implemented throughout the year. In February 2015 will engage in an analysis of the effectiveness of the protocols and engage in modification where teacher feedback deems appropriate.
3. Begins September 2014 and continues for entire school year, June 2015

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

1. SBO vote was used to create 3 additional PD opportunities during the Fall term.
2. Per-session opportunities were used during the summer of 2014 to develop student work protocols. Additional per-session opportunities will be used in February 2015 to review the effectiveness of the protocols and make modifications when necessary.
3. Per-session opportunities were used during the summer of 2014 to develop teacher feedback protocols. Additional per-session opportunities will be used in February 2015 to review the effectiveness of the protocols and make modifications when necessary. In addition NYCDOE developed feedback protocols were used as the foundation of our work.
4. Advance observation system will be used to input recommendations from supervisors for seeking support from the lead teachers or the teacher training center.

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).

- 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 Resource Alignment

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

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

Goal and Action Plan #3

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 #3

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

To implement a school-wide program that utilizes assessment technology to analyze student learning and promote active engagement. 15% of teachers will utilize this technology in at least 1 full period assessment AND 1 medial assessment.

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.

Graduation rate of 86% and attendance rate of about 93% identifies that there are still a significant number of students who are yet to be fully engaged in the learning process.

Instructional Strategies/Activities

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

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

1. Purchase of classroom sets of CPS "clicker" technology aligned to the insight 360 data analysis system.
2. Professional development to aid in the implementation of this assessment and engagement technology.
3. Development of department lead coordinators to do peer assisting and troubleshooting.
4. Small group workshops to provide individual instruction on how to implement this technology.

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

1. Assistant Principal of organization and utilization of both title 1 funding and Reso A technology Grant
2. Principal, lead teacher and E-Instruction professional training staff.
3. Assistant Principals of supervision, lead teacher by department/content area
4. Principal and department lead teachers

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

1. Receipts and invoices from purchases.
2. One professional development session per month devoted to implementation of this initiative.
3. Per-session postings for lead teacher positions
4. Attendance at weekly small group sessions and analysis of student work products from the insight 360 system to evaluate the level of usage in each teacher's classroom.

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

1. December 2013 Reso A purchase to be made.
2. Beginning in January 2014 and occurring monthly until June 2014
3. Posting in December 2013 and implementation of training to begin in January of 2014
4. Small group workshops will be scheduled weekly beginning in February of 2014 and continue until June 2014

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

1. Reso A funding along with Title 1 funding
2. Per-session and c-6 time will be utilized to provide time and resources necessary to deliver quality PD.
3. Comp-time position and per-session funding will be used to facilitate this initiative. An SBO vote will be held to add additional PD time to assist in the implementation of this initiative.
4. Teachers will utilize C-6 period and prep periods to attend small group workshops about the implementation and training for this initiative.

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).

- 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 Resource Alignment

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

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

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Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<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 on referral or request. 5. Tutoring by designated staff members utilizing C-6 assignments. Students may request or be referred. 	<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	<ol style="list-style-type: none"> 1. C-6 Tutoring 2. Peer Tutoring 3. AIS Regents week 4. Teacher Tutoring 	<ol style="list-style-type: none"> 1. Small group tutoring 2. One-to-one tutoring 3. Small group 4. Small group 	<ol style="list-style-type: none"> 1-2&4 Periods 2 – 9 during the day 3. 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 	<p>All services are provided before/after student's school day, during lunch period, and on Saturdays.</p>
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 Regents 	<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 • Parent Workshops 	<ul style="list-style-type: none"> • Individual and small group basis according to need 	<p>Throughout the school day, evenings, and on Saturdays</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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. Lead teacher and professional development specialist position created to work closely with teachers on effective teaching practices.
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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Participate in City wide professional development activities offered throughout the year
 Participate in support network professional development activities aligned to the common core throughout the school year
 Lead teacher position created to provide ongoing professional development throughout the year to individual teachers based on recommendations from supervisory support and self /peer reflection.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Social worker and intensive guidance intervention used to support student in need or at-risk. Appropriate funds are allocated to meet needs of students in temporary housing and students in need.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers, by department meet to design benchmark exams that are administered through castle learning. Data is analyzed to inform instruction and develop curriculum.

School wide assessment system is being implemented. A team of teachers are meeting to assist in implementation and assessment design.

Common midterm exams have been developed and implemented to allow for cross-sectional data analysis.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 26Q430

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$1,565,417.70	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$72,100.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$19,539,974.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 430
School Name Francis Lewis High School		

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

Principal Dr. David Marmor	Assistant Principal Jacqueline Irving-Mongui (IA)
Coach Ora Verstandig	Coach type here
ESL Teacher Michela Asano	Guidance Counselor Chris Tu-Yeh
Teacher/Subject Area Ruth Bellis-Sung/Math	Parent Rena Sum
Teacher/Subject Area Yong Ming Wang/Social Studies	Parent Coordinator Constance Miaoulis
Related Service Provider type here	Other Ming Yu Li/Science
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	8
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	23	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	4078	Total number of ELLs	557	ELLs as share of total student population (%)	13.66%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										36	48	63	57	204
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Discrete ESL class										104	97	79	73	353
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	140	145	142	130	557

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	557	Newcomers (ELLs receiving service 0-3 years)	351	ELL Students with Disabilities	91
SIFE	23	ELLs receiving service 4-6 years	159	Long-Term (completed 6+ years)	47

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	158	0	0	44	0	0	2	1	0	204
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	193	10	14	115	10	45	45	3	33	353
Total	351	10	14	159	10	45	47	4	33	557
Number of ELLs who have an alternate placement paraprofessional: <u>9</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese										36	48	63	57	204
SELECT ONE														0
SELECT ONE														0
TOTAL	0	36	48	63	57	204								

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										30	28	25	16	99
Chinese										41	40	31	30	142
Russian										2	0	2	2	6
Bengali										4	2	2	3	11
Urdu										6	2	3	1	12
Arabic										1	0	0	0	1
Haitian										0	0	0	2	2
French										0	0	0	1	1
Korean										12	14	7	10	43
Punjabi										0	2	1	2	5
Polish										0	0	0	0	0
Albanian										0	0	1	0	1
Other										8	9	7	6	30
TOTAL	0	104	97	79	73	353								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										30	21	19	24	94
Intermediate(I)										44	53	61	36	194
Advanced (A)										51	51	49	60	211
Total	0	125	125	129	120	499								

NYSESLAT Modality Analysis

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

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	115	0	53	0
Integrated Algebra	199	96	185	96
Geometry	152	0	146	0
Algebra 2/Trigonometry	80	0	76	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	31	0	24	0
Earth Science	43	19	16	11
Living Environment	84	124	75	106
Physics	5		4	
Global History and Geography	113	85	77	53
US History and Government	40	79	24	62
Foreign Language	0	67	0	66
Other _____				
Other _____				
NYSAA ELA	3	0	3	0
NYSAA Mathematics	3	0	3	0
NYSAA Social Studies	3	0	3	0
NYSAA Science	3	0	3	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	13	17	16	17				
Chinese Reading Test	6	25	22	244				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
n/a
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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. 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 to include Rosetta Stone. Smartboard training will continue to be provided to all faculty. Furthermore, NLA coursework will reinforce ESL and content-area coursework through the use of parallel strategies and thematically-paired units whenever possible.

There is an increase in the number of ELLs who demonstrate little to no annual progress as evidenced by course grades/promotion to the next level and/ or overall 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 and interventions 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.

There is an increase in the number of SIFE students who are illiterate in their native language. As a result, a skills-based literacy class will be established.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Recent NYSESLAT modalities unavailable. As a result, AMAQ cannot be calculated. Neither can be assessed at this time.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Based on an analysis of student performance on the English and Global regents, the use of non-fiction at all levels will be expanded. Graphics and textual materials from across the curriculum (from social studies, in particular) will be utilized. Additional regents preparation strategies, i.e. those developed by Kaplan, will be introduced with a specific focus placed on answering multiple-choice questions. This is in response to the increase in the weight of multiple-choice questions on the exam.

An item analysis of the Global History Regents suggests a need for literacy development and direct instruction in test-taking strategies and pictorial interpretations. A pattern emerged among the questions which generated the greatest percentages of incorrect responses-- the overwhelming majority of these questions required little to no content knowledge. Selection of the correct answer relied instead upon students' reading comprehension and test-taking skills. Initiatives to promote literacy across the curriculum, (e.g. academic vocabulary development--"word of the day" and providing textual evidence/reference to support a point) will be implemented.

The DBQ and thematic essay questions on the Global History Exam, whether responded to in English or the native language, present great difficulty for ELLs. There will be a renewed focus on writing across the curriculum with coursework and examinations in all subjects requiring extended written responses.

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.

Periodic Assessments are not currently used at FLHS.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
n/a

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL data is made available to all stakeholders and analyzed to inform instructional decisions as evidenced in lesson plans, curriculum, assessments, resource selection and course offerings.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our ELL programs is evaluated based on a number of factors:
- NYSESLAT performance
 - Performance on regents and RCT examinations and alternate assessments
 - Performance on Chinese and Spanish Reading TestsAll
 - Credit accumulation/course performance
 - Attendance and graduation rates
 - Classroom/Teacher observations
 - AYP and AMAO performance

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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, Assistant Principal of ESL/FL (IA) and certified ESL 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. 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.

Note: Beginning in February 2014, the NYSITELL will be administered instead of the LAB-R.

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.

While the student is tested in the inner department office, the parents are welcomed and informed in the outer office by the Assistant Principal of ESL, Ms. Jacqueline Irving-Mongui, the Parent Coordinator, Ms. Connie Miaoulis, the ELL tri-lingual paraprofessional, Ms. Sharon Ng, and the Principal, Dr. David Marmor (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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Each year at the beginning of the term (typically early September but dependent upon release of the NYSESLAT results), continued entitled letters are issued in the native languages and English. Parents may elect to change their child's program choice by indicating the request in writing. However, as mentioned previously, most do not elect to change. The forms are stored in a secure location. Ms. Asano, LAB/BESIS Coordinator, closely monitors issuance and storage. In addition, she enters the parent option into the ELPC on ATS within twenty days.

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.

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. 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

All entitled ELLs, including those cross-identified as ISS, are scheduled for the NYSESLAT. Notification is done in the native languages and English by letter, phone and public announcement. The test consists of four subtests, which assess different language skills. The Speaking subtest is given to students individually. The other three subtests are administered in a separate location, the trailers. Because of the large number of students taking the test, it is administered in two separate sessions within the same day. Two make-up sessions are provided for absentees. Parental contact is made to ensure that students take the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

Historically, the majority of initial program choices of parents has been for free-standing ESL (77% last year). However, this year reflects a change--only 55% have requested the bilingual program. 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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

To serve student needs and align instruction with parental choices, Francis Lewis High School offers free-standing ESL and a transitional bilingual education program in Chinese. The self-contained program models incorporate heterogeneous grouping for regents-level courses and homogeneous grouping for all other courses. The ESL department has ten certified and tenured ESL teachers, two of whom are dually certified in English. ELLs receive instruction in compliance with CR Part 154 based upon their performance on the NYSESLAT or LAB-R.

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)?

The mandated number of instructional minutes is provided according to proficiency levels in each program. 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, ELLs 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.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

To make content comprehensible and to enrich language development, instruction is scaffolded in all ESL, NLA and content-area courses with a dual focus on the development of communicative and academic language. Instruction incorporates, for example, the use of technology (e.g. 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. Rosetta Stone also supports ELL instruction. All instruction meets the the demands of Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. ELE and CRT results further inform instruction. In-class NLA assessments are evaluated by Jacqueline Irving-Mongui, AP ESL/FL (IA).

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All in-class assessments include all four modalities and are reviewed by the AP.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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.

b. Newcomers

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

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

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

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

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

c and d. 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.

e. 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.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

To make content comprehensible and to enrich language development, instruction is scaffolded in all ESL courses with a dual focus on the development of communicative and academic language. Instruction incorporates, for example, the use of technology (Rosetta Stone/Smartboard), media, realia, grouping, graphic organizers and alternative assessment. Furthermore, materials are varied to appeal to the different learning styles and needs of our ESL population.

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

To enable ELL-SWDs to achieve their IEP goals, the ISS, ESL and guidance departments work closely together. Close monitoring of student academic performance, behavior, and attendance is conducted by the appropriate personnel. 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. ELLs/SWDs participate are afforded access to all programs (including Title III). As per student needs, FLHS currently offers self-contained, ICT and mainstream classes for ELLs/SWDs.

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:	Chinese, 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	45 minutes per day	45 minutes per day	45 minutes per day

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

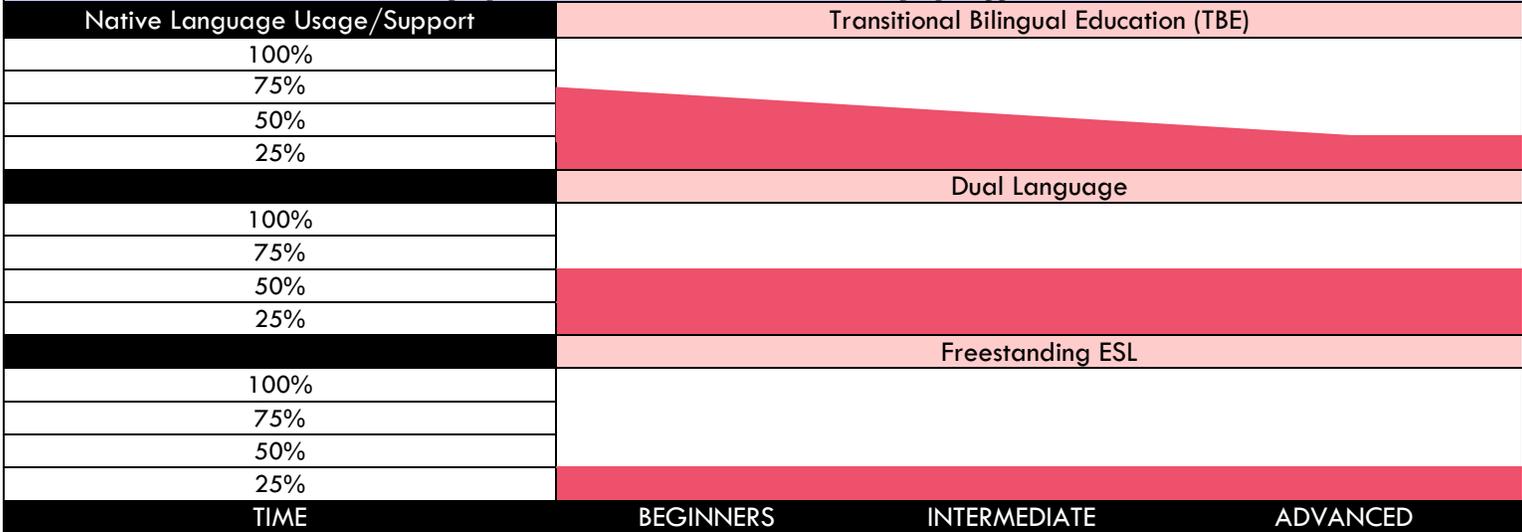
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

To prepare ELLs for the Comprehensive Regents Examination in English, all juniors are programmed for regents preparation courses. 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.”

With research as the cornerstone of the program and data driving instruction, the Title III classes are collaboratively planned by seven 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. 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, a licensed Chinese teacher co-teaches lessons, 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 66 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 Rosetta Stone and Scholastic in the designated 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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) AYP and AMAO performance

In the past five years, ELLs have met AYP for the 2012-2013 in ELA and Math. In addition, we met AMAO 1, a federal benchmark, demonstrating progress in language acquisition as per the NYSESLAT. In addition, performance on state regents exams is strong-- for example, 82% pass all Math regents combined. Our graduation rate is more than 70% and we have received additional points in "closing the achievement gap" for credit accumulation by ELLs. Observations of teachers of ELLs have been satisfactory.

11. What new programs or improvements will be considered for the upcoming school year?

A skills and phonics-based literacy course will be introduced. In addition, we will offer two sections of a Poetry and Plays course with native and non-native speakers in equal numbers in each course. Furthermore, we will offer team-teaching Read 180 and team-teaching intermediate ESL. Rosetta Stone will support ELL instruction.

12. What programs/services for ELLs will be discontinued and why?

None will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. In addition, there are dedicated college counselors to assist in the college selection and application process.

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. New admits receive a WelcomeBack Pack that contains needed school supplies.

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.

ELLs are members of all programs offered at FLHS, including our specialized programs and extracurricular offerings.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELLs have access to a designated computer lab intended to enhance and accelerate language acquisition and promote college preparedness. It is 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. Rosetta Stone software has been integrated into the curriculum to support differentiation.

Paste response to question here:

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

All ELLs in the TBE and ESL programs receive one forty-five minute period of NLA five days a week. NLA instruction supports content, culture and language acquisition.

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

Paste response to question here:

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

Paste response to question here:

18. What language electives are offered to ELLs?

ELLs are offered the same language electives as non-ELLs. These include instruction in nine languages--Chinese, Korean, Japanese, French, Hebrew, Arabic, Greek, Spanish and Latin as well as English electives, such as journalism and public speaking. ELLs may also complete advanced placement coursework and examination in English and/or any of the foreign or native languages.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All members of the faculty and all ELL personnel are supported with on-going professional development. 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, and Common Core Curriculum alignment.

Proposed Calendar 2013-14

November 5 Questioning and Discussion Techniques
Examining the NYC ELA Performance Assessment
December 19 Establishing a Culture for Learning (ELL focus)
February 3 Analyzing the Work of ELLs
March 7 Using ELL Data to Drive Instruction
April 4 Scaffolding Techniques
May 2 Regents Writing for ELLs

Furthermore, there is on-going mentoring of content area teachers who are new to teaching an ELL population. The Assistant Principal of ESL/FL and the Literacy Coach are available throughout the day to provide assistance in lesson planning, instruction and assessment. Attendance at 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.

There is also on-going mentoring of teachers of ELLs who are new to teaching an ELL population. In addition, teachers of ELLs participate in collegial intervisitations across the curriculum. This provides opportunities to observe best practices, align curricula across departments and with CCSS, promote teacher inquiry and increase the academic rigor.

D. Parental Involvement

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

E. Additional Information

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

n/a

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)
Dr. David Marmor	Principal		11/1/13
Jacqueline Irving-Mongui	Assistant Principal		11/1/13
Constance Miaoulis	Parent Coordinator		11/1/13
Michela Asano	ESL Teacher		11/1/13
Rena Sum	Parent		11/1/13
Ruth Bellis-Sung/Math	Teacher/Subject Area		11/1/13
Yong Ming Wang/Social Studies	Teacher/Subject Area		11/1/13
Ora Verstandig	Coach		11/1/13
	Coach		1/1/01
Chris Tu-Yeh	Guidance Counselor		11/1/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q430 School Name: Francis Lewis High School

Cluster: 5 Network: 536

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>.

o 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.



Department of English Language Learners and Student Support

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

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

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

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

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

Part A: School Information	
Name of School: Francis Lewis HS	DBN: 26Q430
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: 180
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: 8
of certified ESL/Bilingual teachers: 5
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At all proficiency levels, English Language Learners (ELLs) are faced with the two-fold challenge of academic language and content. Fluency in academic language is necessary for mastery of content as it is the foundation for comprehension. However, ELLs must simultaneously acquire both. Accelerating the simultaneous acquisition through thematically-paired ESL and content area instruction, the Title III Saturday program offers 24 weeks of supplemental instruction in ESL, science, math, and social studies to Ls in grades 9-12. In addition, to address the needs of those students who need to prepare for the SAT exam an SAT preparation class will be offered as well. 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 six fully certified and licensed ESL and bilingual teachers (2 ESL; 1 Social Studies; 1 Living Environment; 1 Math; 1 bilingual; 1 Guidance Counselor). The entire program is supervised by the Title III Coordinator. Student placement is dependent on language proficiency, subject knowledge and student need. State-generated performance data, course performance data and

Part B: Direct Instruction Supplemental Program Information

student requests indicate the need for supplemental content-based language instruction in American and Global History, Living Environment and Math. 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 requesting bilingual services, a bilingual language teacher will co-teach lessons with the Living Environment and and Math teachers, providing translation, small group instruction and one-to-one tutoring as needed.

To support continuous participation in the Title III program and accelerate students' academic progress, a guidance counselor collaborately with the other faculty members, will run 10 parent workshops. In addition, to help promote college readiness, the guidance counselor will provide direct supplemental instruction and team teach with an ESL teacher.

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, Rosetta Stone, 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, the ESL computer lab will be used for students to review and revise their peers' work with teachers acting as facilitators. For this purpose laptops, headphones, memory sticks, maps and assorted supplies will be purchased and used along with student textbooks.

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 and The New York Botanical Garden.

The program will run on Saturdays from November 15, 2014 to June 20, 2015. Students have the option of choosing 2 classes from the ones offered. The first class is from 8:30am - 10:25am; the second, from 10:40am - 12:30pm.

The following classes are offered:

- ESL Beginners - 2 periods taught by Mr. Khan - ESL licensed
- ESL Intermediate - 1 period taught by Ms. Xerakias - ESL licensed
- ESL Advanced - 1 period taught by Ms. Xerakias -
- Living Environment - 2 periods - Ms. Song - Science/Bilingual licensed
- Global Studies - 1 period - Mr. Wang - Social Studies/Bilingual licensed
- US History - 1 period - Mr. Wang

Part B: Direct Instruction Supplemental Program Information

Math - 2 periods - Ms. Bellis - Math/Bilingual
SAT Preparation - 1 period - Ms. Asano - ESL licensed
Ms. Sum - Chinese/Bilingual licensed - will assist as needed
Mr. Verastegui - Guidance Counselor/Bilingual Licensed - will team teach with Ms. Asano

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:

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 six teachers, and one coordinator in the Title III program will participate in 121 hours of Professional Development. The workshops will implement an empirically validated framework for teaching both academic content and language skills for English Learners and promote understanding of specific considerations for Ls and help prepare all students to become college and career ready. Topics that will be discussed are:

1. Second language acquisition - 2 one hour sessions
2. How to increase high order thinking - 1 one hour session
3. Multidimensional approaches to vocabulary instruction - 1 one hour session
4. Communication strategies - 1 one hour sessions
5. Creating a welcoming classroom environment - 1 one hour session
6. Using technology in the ESL classroom - 2 one hour sessions
7. Reading strategies - 2 one hour sessions
8. Scaffolding - 1 one hour sessions
9. Questioning and discussion techniques - 1 one hour sessions
10. Collaborative learning - 1 one hour sessions
11. Supporting Ls in the mainstream classroom - 2 one hour sessions
12. Differentiated instruction - 2 one hour sessions
13. Assessment in the ESL classroom - 1 session.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

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

1. Orientation to the Title III Program
2. An in-depth look at the Title III Program (i.e. courses of study, requirements, expectations, technology, parental involvement, and academic counseling).
3. Strategies to Assist students across the curriculum
4. 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
5. Academic Opportunities for English Language Learners
6. A presentation on the supplemental and/or special services and opportunities available to ELLs.
7. The College Bound Student
8. 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.
9. Stories of Success—Student-Parent Sharing of Successes in the Title III Program
10. 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: \$65604

Part E: Budget

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

Allocation Amount: \$65604

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	Total = \$8,751.64	Books = \$2,000.00 Supplies = \$1,751.64 Laptops and related equipment = \$5,000.00
Educational Software (Object Code 199)	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$65604

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel	\$3,000.00	Bus Transportation
	\$1,000.00	Admission to educational/cultural performances and exhibits
Other	\$250.00	Parent Refreshments
TOTAL	_____	_____