

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **26Q430**

School Name: **FRANCIS LEWIS HIGH SCHOOL**

Principal: **DAVID MARMOR**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Francis Lewis High School School Number (DBN): 26Q430
9-12
Grades Served:
School Address: 58-20 Utopia Parkway, Fresh Meadows, NY 11365
Phone Number: (718) 281-8201 Fax: (718) 746-2017
School Contact Person: Constance Miaoulis Email Address: cmiaoulis@schools.nyc.gov
Principal: David Marmor
Arthur Goldstein
UFT Chapter Leader:
Co-Presidents: Linda Lang & Jeanette Cunalata
Parents' Association President:
David Marmor
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Nicole Chan
Student Representative(s):
Anna Sunar & Shir Levy

District Information

District: 26 Superintendent: Elaine Lindsey
One Fordham Plaza, Rm. 842A
Bronx, NY 10458
Superintendent's Office Address: ELindse@schools.nyc.gov
Superintendent's Email Address:
718-741-3157 71871
Phone Number: Fax:

Borough Field Support Center (BFSC)

Queens North Field
Support Center
BFSC: Director: Lawrence Pendergast

28-11 Queens Plaza North, Long Island City, NY 11101

Director's Office Address:

LPender@schools.nyc.gov

Director's Email Address:

917-225-2020

(718) 391-8320

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Marmor	*Principal or Designee	
Arthur Goldstein	*UFT Chapter Leader or Designee	
Linda Lang	*PA/PTA President or Designated Co-President	
Jean Brimmer	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nicole Chan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Anna Sunar Shir Levy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Rehana Ali	Member/CSA	
Paula Duffy	Member/UFT	
Albert Lahood	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Samia Wattoo	Member/UFT	
Denise Eng	Member/Parent	
Karen Childs	Member/Parent	
Jacqueline Eng	Member/Parent	
Yvonne Anastasiou	Member/Parent	
Ria Pallas	Member/Parent	
Natasha Romain	Member/Parent	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Francis Lewis High School is a comprehensive, academic secondary setting dedicated to serving all students. Its diverse population reflects the multicultural community it serves. Its mission is to promote life-long learning by providing students with the requisite skills and an inherent value for continued growth. Through a program of challenging academic experiences, Francis Lewis High School encourages youngsters to reach for ever-increasing expectations. By consistently providing for the intellectual, social and ethical growth of all students, Francis Lewis High School serves its community.

Francis Lewis High School is a large comprehensive neighborhood high school. Approximately 70% of our students are zoned to our school the remaining students are admitted through one of the following four screened programs.

- Jacob K. Javits Law Institute: This program distinguishes itself with recognition in Mock Trial and Moot Court competitions. A small learning community which offers law-related courses including: You and The Law, Constitutional & Business Law, Mock Trial, Debate Team and Bioethics.
- Science Research Institute: Our award-winning Science Research Institute has received high Honors in the National Siemens Competition, Intel and NYSCEF. Students are programmed for Advanced Honors courses and will take courses in authentic science research.
- Math Research and Robotics: Students are programmed for Honors courses and will take courses in Math Research or Robotic Engineering. Students will prepare for a variety of high level regional and national competitions.
- University Scholars: This program provides an honors-level sequence of courses which engages students in a rigorous scholastic experience in the Liberal Arts & Humanities. Each term students are programmed for a second language or an additional English/Humanities course.

At the beginning of the 10th grade, students will have the opportunity to select an academy that will determine their three year elective course sequence. Students may select from the following elective academies: Gateway for the Sciences, Sports and Health Sciences, Forensic Science Academy, Engineering Academy, Virtual Enterprise, International Studies, Art, Drama, Dance, Digital Design and Journalism.

The following highlights some of our strategic partnerships and community relationships:

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

- Higher Education Institutions: Queens College, Monroe College, Adelphi University, St. John ' s University, Hofstra University, Queensborough Community College, York College, The Sophie Davis School of Biomedical Education at the City College of New York, Columbia University, Polytechnic University at New York University (NYU Poly), John Jay College
- Not-for-Profit: Justice Resource Center, Ozanam Hall Nursing Home, American Cancer Society, American Red Cross, Ronald McDonald House, The March of Dimes, Penny Harvest, Toys for Tots, Juvenile Diabetes Research Foundation, St. Jude Children's Research Hospital
- Corporate: Proskauer Rose LLP, T.J. Maxx, Toys"R"Us, The Margaret Tietz Nursing and Rehabilitation Center
- Other: Marathon Program, Day Care 811 @ PS 136, Queens Center for Progress, The School of Cooperative Technical Education (Co-op Tech), Vocational and Educational Services for Individuals with Disabilities (VESID)

Special Populations:

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. The use of technology in classroom instruction will be expanded to include Rosetta Stone. 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 SIFE students who are illiterate in their native language. As a result, a skills-based literacy class will be established.

Students with IEP's are provided instruction in the least restrictive environment appropriate for the students' needs as assessed by individual subject area. This is determined collaboratively and clearly communicated on the students IEP. A variety of instructional settings are available, including: 15:1 self-contained, Integrated Team Teaching and Resource room support. In addition we provide a program for students with severe cognitive deficiencies in a non-credit bearing Alternate Assessment program.

The following are elements of the Framework for Great Schools that we have made great strides in this school year:

- Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. The school learning environment survey reveals that FLHS has established a support/positive environment in which instruction can take place. Students, parents and teachers expressed that they feel safe and supported.
- Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. Francis Lewis works with many outside community based organizations, for example Judge Song the President of the International Criminal Court was invited and accepted an invitation to speak to our

students about global human rights. This event was coordinated by our relationship with the Korean Parents Association.

- Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. This year we ran an SBO to adjust the school day next year to allow for more time to do teacher inquiry teams, due to the trust that the administration has with the faculty the SBO passed by a margin of 176 to 7.

The following areas from the Framework for Great Schools will be our focus for this coming school year 2015-16:

- Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. Extensive PD structures have been in place that supported teacher practice through both formal PD days and an ongoing series of workshops led by instructional coach, administration and teachers. Teacher driven collaborative inquiry had taken a less formal approach due to the lack of a specific structure to allow for ongoing collaboration in a formal setting. For the 2015-16 school year this has been addressed by an SBO and weekly collaborative meetings will take place. Thoughtful programming of teachers will allow teachers who teach similar subjects the common planning time to work together.
- Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. The foundation for rigorous/engaging instruction begins with the knowledge of where students are and a clear understanding of where we would like them to end up. We have recently implemented a new assessment and engagement tool that will give the teachers instant information about student learning. This data will be paired with intensive professional development to train teacher on how to use this information to drive instructional decisions and increase student understanding.

26Q430 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	4192	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	91	# SETSS	10	# Integrated Collaborative Teaching	189
Types and Number of Special Classes (2014-15)					
# Visual Arts	72	# Music	36	# Drama	N/A
# Foreign Language	258	# Dance	7	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.5%	% Attendance Rate			91.7%
% Free Lunch	61.1%	% Reduced Lunch			14.2%
% Limited English Proficient	13.7%	% Students with Disabilities			13.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			7.8%
% Hispanic or Latino	23.8%	% Asian or Native Hawaiian/Pacific Islander			52.7%
% White	14.3%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)			10
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			15
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)			9.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.9%	Average Teacher Absences (2013-14)			6.73
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	77.8%	Mathematics Performance at levels 3 & 4			88.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	92.6%	% of 2nd year students who earned 10+ credits			89.8%
% of 3rd year students who earned 10+ credits	85.1%	4 Year Graduation Rate			86.0%
6 Year Graduation Rate	91.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent Quality Review showed an inconsistency in the level of rigor observed during classroom lessons. In particular it stated:

“Low level teacher directed questioning was prevalent across classrooms. Observations of student to student discussion was limited to some turn and talk opportunities and low level questioning of students. For example, in one English class, students were asked to choose four topics and write a 5Ws (who, what, when, where, and why) paragraph and discuss how they were different. Student responses ranged from recall to low level responses such as, “I wrote about my last birthday as it was fun and memorable.” Other responses included, “I wrote about Francis Lewis cause I’m glad I came here. I made friends and cool people here.” Across classrooms, teaching practices are beginning to reflect a set of beliefs about how students learn. Across classrooms, student work products and discussion reflect uneven levels of rigor. Although the school has a set beliefs about how students learn best, the implementation of this belief is inconsistent across classrooms resulting in missed opportunities to engage student thinking and participation at high levels.”

During the evaluation process of the 2014-15 school year, 3b Questioning and Discussion was the lowest rated instructional component, with 23% receiving a developing or ineffective rating.

Francis Lewis High School has over 220 teachers; there are many shining examples of rigorous instructional activities and deep thoughtful discussions filled with critical thinking taking place. We will be utilizing our internal strengths to model best practices as move toward a more consistent, uniform understanding and delivery of rigorous and engaging instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The weighted 4yr. diploma rate for all students will rise by 5% over the 238 as stated in the 2013-14 School Quality Guide during the 2015-16 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A recent SBO created additional professional development opportunities throughout the school year. We have been approved for modifying at least 7 days in the 2015-16 school year. This time will be devoted to additional professional development. Specifically we will focus on questioning and discussion technique in the classrooms.</p>	<p>All Students</p>	<p>September through June</p>	<p>PD committee members, Instructional Coach, AP Supervisions and Principal</p>
<p>Post observation conferences take place following every observation, specific and actionable feedback will be provided using lesson specific examples of questions and activities where rigor and critical thinking could be enhanced.</p>	<p>All Students</p>	<p>September through June</p>	<p>AP Supervision and teacher</p>
<p>A peer inter-visitation program will be established for the sharing of best practices. Teachers opening their doors to their colleagues and having the post visit discussion/reflection with the observing peer will be credited and commended in the category 4e Growing and Developing Professionally. Participants will be asked to cite examples of challenging, rigorous and engaging instructional practices that they observe.</p>	<p>All Students</p>	<p>September through June</p>	<p>AP Supervisions and Instructional Coach</p>
<p>Careful monitoring of student programming to make sure that students are appropriately challenged and set on a path that can lead to an Advanced Regents diploma.</p>	<p>All Students</p>	<p>May 2015 to October 2015</p>	<p>AP Guidance will monitor programming with the AP Supervision</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The SBO process was used to create modifications to the existing schedule on at least seven school days. This modification will create a 90 minute block of time at the end of the day where teachers will be engaged in professional development and other professional work. The Assistant Principals will work with the AP Guidance and the programming office to ensure that students are placed in appropriately challenging and rigorous courses. Assistant Principals of supervision will use the Danielson Framework to observe and coach teachers toward raising the</p>

rigor and cognitive challenge of their questions and challenge teachers to engage students in more rigorous discussion.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Monthly monitoring of component ratings in the specific area related to questioning and discussion. In addition programming of students in courses that are appropriately challenging will lead to more Advanced Regents diploma candidates.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the most recent Quality Review (2014-15) the following was noted in section 1.2 Pedagogy: “Although the school has a set of beliefs about how students learn best, the implementation of this belief is inconsistent across classrooms resulting in missed opportunities to engage student thinking and participation at high levels.” This resulted in an overall rating of Developing in pedagogy. In 2014-15 fourteen teachers were rated Developing or Ineffective in the Methods of teacher Practice (MOTP). In order for students to achieve their educational goals , it is imperative that effective instruction be delivered in all classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the school year 2015-16 the number of teachers rated Developing or Ineffective will be reduced by 25% as measured by the Danielson driven MOTP score.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Post observation conferences take place following every observation, specific and actionable feedback will be provided using lesson specific examples of questions and activities where rigor and critical thinking could be enhanced</p>	<p>All Teachers</p>	<p>September through June</p>	<p>Principal and AP Supervision</p>
<p>Professional development will take place around areas of need in Danielson.</p>	<p>All Teachers</p>	<p>September through June</p>	<p>Principal, AP Supervision, Instructional coach and Professional consultants</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The SBO process was used to create an additional seven Professional Development opportunities throughout this school year. In addition to using our in-house instructional coach and AP Supervisions to support teacher practice we have contracted the services of the Center for Educational Innovation to provide additional professional development consulting services.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teacher effectiveness will be monitored monthly by reviewing teacher ratings on observations.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The most recent Quality Review revealed that although teachers are engaged in collaborative work the, “...clear next steps for the teacher team based on student needs were not evidenced as a consistent practice.” It also suggests that the output of the inquiry work is not filtering down into changes in pedagogical practices in a consistent and logical manner. Much of the work this year in reference to teacher teams has been focused on collaborating on common assessments and analyzing the assessments to inform curricular changes. Next year we will focus on looking at student work particularly for the 11th grade in order to make instructional changes that will lead to increased student achievement. The focus on the 11th grade students is derived from the most recent data on the 2013-14 School Quality Guide which showed that there was a 7% point drop in the number of students earning 10 credits or more between the 9th grade and the 11th grade.

Teachers at Francis Lewis High School have been engaging in collaborative inquiry teams in a variety of ways: 1. Structured inquiry during professional development days. 2. Structured inquiry on three days spread throughout the school year modified through the SBO process to include a 45 min inquiry meeting and a 45 min PD session. 3. Informally during common planning and prep time. Next year we will have a new structure in place for more regular and meaningful meetings. The culture of inquiry and collaboration exists and is healthy. In the action plan below I will describe the steps that we will take in order to yield more useful results from these collaborations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The number of students in the third year of high school during the 2015-16 school year attaining 10 credits or more will increase by 2% points over the 85.1% from the 2013-14 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The SBO process created weekly teacher team meetings. Teachers will be meeting by subject area during a common planning period. One day a week instead of the C-6 assignment teachers will meet in their team and one day per week will be devoted to time for “other professional work” as defined in the MOA including parental outreach.</p>	<p>10th and 11th grade with credit deficiency</p>	<p>Sept -June</p>	<p>Each Assistant Principal of Supervision will oversee the objectives, content and implementation of the teams within their department. All teachers will participate in inquiry.</p>
<p>Cross departmental team will be created to specifically research the issues surrounding the decline in 11th grade credit accumulation.</p>	<p>11th grade with a failure on the first progress report</p>	<p>Sept - June</p>	<p>AP Guidance will supervise this team that will be comprised of six teachers and a guidance counselor- One teacher from each major subject area and must include an ISS and an ESL teacher.</p>
<p>We will establish an early academic intervention system. Students who have a failing grade on the first progress report will be placed into the peer tutoring program.</p>	<p>11th grades students with a failing mark on the 1st Progress Report</p>	<p>Late October - June</p>	<p>AP Science supervises the peer tutoring program. Arista students receive service credit when tutoring.</p>
<p>Guidance counselors will hold parent/student meetings with all 11th grade students who fail on the first progress report. Goals and action steps will be formulated and memorialized in collaboration with the parent/guardian.</p>	<p>11th grades students with a failing mark on the 1st Progress Report</p>	<p>Late October - June</p>	<p>AP Guidance will supervise this initiative and guidance counselors will hold meetings.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>All teachers and administrators will be involved in team activities. This was accomplished through a negotiated SBO that provides one inquiry team meeting per week throughout the school year, in addition one additional period per week will be dedicated to parental outreach and other professional activities. The current teacher computer room</p>

will be renovated to become a dedicated teacher inquiry space, with computer access. Arista students will use the library for the Peer Tutoring program; a special section has been designated.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Francis Lewis is organized into two terms; therefore we will assess the progress of the 11th grade credit accumulation after the Fall term. At that time students should have completed six credits in order to be fully on track.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who have not attained the College Readiness benchmark as determined by the ELA Regents score will be programmed for a course specifically designed to help them prepare. All students who fail on the 1 st progress report will be given AIS services.	<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 the school day based on student needs and student availability 3. Selected Saturdays 4. During the school day 5. During the school day
Mathematics	Students who have not attained the College Readiness benchmark as determined by the Math Regents score will be programmed for a course specifically designed to	<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. Periods 2 & 4 2. Periods 2-9 during the day 3. Regents Week

	help them prepare. All students who fail on the 1 st progress report will be given AIS services.			
Science	All students who fail on the 1 st progress report will be given AIS services.	<ol style="list-style-type: none"> 1. C-6 Tutoring 2. Peer Tutoring 3. AIS Regents Week 4. Teacher/Mandated Tutoring 5. Make-up Labs 	<ol style="list-style-type: none"> 1. Small group tutoring 2. One-to-one tutoring 3. Small group/one-to-one 4. Small group 5. Small group 	All services are provided before/after the student's school day, during lunch period, and on Saturdays.
Social Studies	All students who fail on the 1 st progress report will be given AIS services.	<ol style="list-style-type: none"> 1. C-6 Tutoring 2. Peer Tutoring 3. AIS Regents Week 4. Intervention courses for students who failed the Global & US History Regents 	<ol style="list-style-type: none"> 1. Small Group 2. One-to-One 3. Small Group 4. Small Group 	All services are provided before/after the student's school day, during lunch period, and on Saturdays.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students who fail on the 1 st progress report will be given AIS services.	<ol style="list-style-type: none"> 1. Guidance conferences with students and parents 2. Weekly meetings with school social worker 3. Parent Workshops 	Individual and small group basis according to need	Throughout the school day, evenings, and on Saturdays

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Listed below are the strategies used to select and maintain High Quality staff:</p> <ol style="list-style-type: none"> 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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Participate in City wide professional development activities offered throughout the year.</p> <p>Participate in support network professional development activities aligned to the common core throughout the school year.</p>

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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,600,081.00	X	12 and 16
Title II, Part A	Federal	0		
Title III, Part A	Federal	57,252.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	21,128,565.00	X	12 and 16

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Francis Lewis HS</u>	DBN: <u>26Q430</u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>180</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u>3</u>

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 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.

Part B: Direct Instruction Supplemental Program Information

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

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

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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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>Total Instructional Hours and Professional Development Hours= \$39,457.20</u> <u>Professional Development 121</u> <u>Total Hours = \$6,490.26</u> <u>Parent Workshops 160 Total Hours=\$6,655.00</u>	<u>1 Coordinator x 4 hrs. per day x 26 days @ 51.51/hr. = \$5357.04</u> <u>2 ESL Teachers x 4hrs per day x 24 days @\$51.51 /hr = \$9,889.92</u> <u>1 Math Teacher x 4hrs per day x 24 days @ \$51.51/hr. = \$4,944.96</u> <u>1 Social Studies Teacher x 4hrs per day x 24 days @ \$51.51/hr. = \$4,944.96</u> <u>1 Living Environment Teacher x 4hrs per day x 24 days @ \$51.51/hr. = \$4,944.96</u> <u>1 Bilingual Teacher x 4hrs per day x 24 days @ \$51.51/hr. = \$4,944.96</u> <u>1 Bilingual Guidance Counselor x 4hrs per day x 20 days @ \$55.38/hr. = \$4,430.40</u> <u>5 instructional teachers, 1 bilingual teacher, and 1 coordinator will participate in 18 one hour sessions of professional development</u> <u>5 instructional teachers, 1 bilingual teacher, 1 coordinator and 1 guidance counselor will conduct 8 two-hour parent workshops.</u>
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. 	<u>Total = \$8,751.64</u>	<u>Books = \$2,000.00</u> <u>Supplies = \$1,751.64</u> <u>Laptops and related equipment = \$5,000.00</u>
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	<u>\$3,000.00</u> <u>\$1,000.00</u>	<u>Bus Transportation</u> <u>Admission to educational/cultural performances and exhibits</u>
Other	- <u>\$250.00</u>	- <u>Parent Refreshments</u>
TOTAL	<u> </u>	<u> </u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Dr. Marmor	Assistant Principal Jacqueline Irving-Mongui
Coach Ora Verstandig	Coach
ENL (English as a New Language)/Bilingual Teacher Michela Asano	School Counselor Chris Tu-Yeh
Teacher/Subject Area Yanling Lin/World Languages	Parent Rena Sum
Teacher/Subject Area Yong Ming Wang/Social Studies	Parent Coordinator Constance Miaoulis
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Sylvia Huh, ELL Parent Coord.

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	11	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	4333	Total number of ELLs	426	ELLs as share of total student population (%)	9.83%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										1	1	1	1	4
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	426	Newcomers (ELLs receiving service 0-3 years)	292	ELL Students with Disabilities	82
SIFE	17	Developing ELLs (ELLs receiving service 4-6 years)	102	Long-Term (ELLs receiving service 7 or more years)	32

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	127	0	0	19	0	2	1	1	0	147
DL	0	0	0	0	0	0	0	0	0	0
ENL	165	7	0	83	8	42	31	1	28	279
Total	292	7	0	102	8	44	32	2	28	426

Number of ELLs who have an alternate placement paraprofessional: 13

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										33	46	37	31	147
SELECT ONE														0
SELECT ONE														0
TOTAL	0	33	46	37	31	147								

**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																			

* EP=English proficient student

**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 is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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										18	30	12	16	76
Chinese										45	38	23	27	133
Russian										1	1	1	2	5
Bengali										2	1	4	0	7
Urdu										0	1	5	0	6
Arabic													0	0
Haitian											1	0	0	1
French										0	0	0	0	0
Korean										9	6	7	3	25
Punjabi										0	1	1	0	2
Polish										0	0	0	0	0
Albanian										0	0	2	0	2
Other										5	9	8	0	22
TOTAL	0	80	88	63	48	279								

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 (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)									23	17	12	8	12	72
Emerging (Low Intermediate)									20	28	18	16	53	135
Transitioning (High Intermediate)									14	24	23	23	23	107
Expanding (Advanced)									49	47	40	42	47	225
Commanding (Proficient)									21	28	45	36		130
Total	0	0	0	0	0	0	0	0	127	144	138	125	135	669

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													4	4

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										28	35	44	47	154

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	171	0	113	0
Integrated Algebra	26	18	19	18
Geometry	92	0	89	0
Algebra 2/Trigonometry	92	0	76	0
Math _____				
Biology				
Chemistry	92	0	75	0
Earth Science	11	21	6	12
Living Environment	61	49	53	48
Physics	38	0	16	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	82	29	71	26
US History and Foreign Language	122	23	103	13
Government	75	0	73	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	1	4	1	3				
Chinese Reading Test	2	7	26	95				

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

An increasing number of ELL new admits to the NYC public school system (73.4%) are entering Francis Lewis High School at intermediate or beginning English proficiency levels. To ensure level-appropriate instruction, all levels of beginning and intermediate ENL will continue to be offered in both the fall and spring terms, as needed, despite annualization. To accelerate communicative language development through increased language exposure and practice, all ELLs will receive more than the mandated units in ENL. Multi-media instructional 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 Achieve 3000, Read 180, Systems 44, and Rosetta Stone as appropriate. Furthermore, HLA coursework will reinforce ESL and content-area coursework through the use of parallel strategies and thematically-paired units whenever possible. HLA curriculum will align with ELA Common Core standards.

As more than half of the ELLs at Francis Lewis are newcomers (63%), emphasis will be placed on the simultaneous development of cultural knowledge and knowledge of American History and be supported by educational excursions (e.g. Statue of Liberty, Ellis Island) and through the Title III Saturday Program. In addition, newcomers will be enrolled in the Peer Advocate Liason (PAL) program and receive peer assistance with language, culture and/or content knowledge acquisition.

There is a slight 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 through the PAL program.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

AMAO data is used to guide programming, curriculum and instructional shifts as part of the needs assessment process. Individual student data is shared with the classroom teacher to inform instruction. In addition, in-house professional development offerings (e.g. in scaffolding and differentiation strategies) and course offerings are designed, in part, based on AMAO to assist in the provision of the most appropriate instruction.

AMAO reveals progress and proficiency targets for AMAO 1 and AMAO 2 (2014 data), respectively, were exceeded.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

A comparative analysis of ELL performance on the 2015 Comprehensive Examination in English and the Common Core Exam in English indicates a need for a greater focus on argument writing and the development of reading strategies to address text complexity. June 2015 passing percentage for the Comprehensive Examination in English was 63.1% compared to 46.9% on the Common Core English Examination. In addition, the use of non-fiction at all levels will continue to be expanded. Graphics and textual materials from across the curriculum (from social studies, in particular) will be utilized. Additional regents preparation strategies will be introduced with a specific focus placed on answering multiple-choice questions.

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.

ELL performance on regents examinations taken in the native language when compared to those taken in English is similar although lower-proficiency ELLs score higher on regents taken in the home language. ELLs and eligible former ELLs will continue to be informed of and granted the testing accommodation that permits simultaneous use of English and home language versions of regents examinations and the option to respond in the home 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). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [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 by the LAP committee 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 target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

n/a

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL programs is evaluated based on comparative analysis (i.e. historical and/or benchmark) of a number of factors:

- NYSESLAT performance
- Performance on common core, regents and RCT examinations and alternate assessments
- 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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

To ensure accurate initial identification of ELLs, an established procedure involving multiple stakeholders in the students' education is followed. Upon admission to Francis Lewis High School, Ms. Fadis or Ms. Rango, admissions specialists, under the supervision of Ms. Annette Palomino, Assistant Principal of Pupil and Personnel Services, will determine the enrollment status category to which a new admit belongs and direct all students who meet the criteria for the ELL identification process as outlined in the ELL Policy and Reference Guide (2015-16) to Ms. Asano., LAB/BESIS Coordinator.

Category 1: Enrolling as a new student to New York City and was never in a New York City or New York State public school
Action to be taken: Students will complete the entire ELL Identification Process beginning with the determination of the home language.

Category 2: Enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)
Action to be taken: Ms. Asano will obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years will continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools.

Category 3: Enrolling as a former New York City or New York State public school student
 Students who are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years will complete the entire ELL Identification Process beginning with the determination of the home language. Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years will continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools

For those admits who undergo the ELL identification process, 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 preferred language of communication to complete. Ms. Michela Asano, LAB/BESIS Coordinator and certified ESL Teacher, provides assistance in English, if that is the parent's/guardian's preferred language of communication, in completing the survey. If the parent's or guardian's preferred language of communication is a language other than English, interpretation will be provided by an in-house certified HLA/World Language teacher, whenever possible. It may also be provided by a certified bilingual paraprofessional under the guidance of the LAB/BESIS Coordinator or by a qualified 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, interviews of the student in English and the home language and an interview of the parents in the parent's/guardian's preferred language of communication are conducted by Ms. Asano, facilitated by a qualified interpreter/translator as needed, to determine the student’s knowledge of English as well as the extent of the student’s education. A review of the student’s translated academic records and IEP, if applicable, is also performed by Ms. Asano. Both the interview and record examination are essential in determining NYSITELL eligibility, 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 also 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 ENL/World Languages 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.

The combination of the following factors indicates a home language other than English: (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicating a language other than English.

All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results will also be administered the Spanish LAB by Mr. Herrera or Mr. Hernandez, both NYS-certified teachers of Spanish, at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB will be used to support instructional planning in providing bilingual and English as a new language (ENL) services to these students.

In addition, determining SIFE status will be initiated at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, Ms. Asano will follow the SIFE Identification Process as outlined in response to question 2.

NYSITELL eligibility for students entering school with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team (LPT) as described in response to question 3.

All eligible incoming new entrants to the NYC public school system are NYSITELL- tested by Ms. Asano, LAB/BESIS Coordinator, within ten days of admission once school is in regular session. However, as NYSITELL 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), NYSITELL testing is available every school day. This is to ensure that students receive the proper academic program from the start.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the HLIS when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, Ms. Asano will follow the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grade 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

To identify SIFE, the following assessments will be used:

- a) the oral interview questionnaire
- b) For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status will be indicated in ATS no later than 30 days from initial enrollment (BNDC).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team (LPT).

The LPT is comprised of:

- a) Ms. Jacqueline Irving-Mongui, AP of ENL and World Languages
- b) Ms. Michela Asano, a certified ESL teacher
- c) Ms. Andrea Scolavino, AP of ISS
- d) The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will be present.

The LPT will determine whether the student should take the NYSITELL by considering evidence of the student's English language development, including, but not limited to the following:

- a) The results of initial identification process as outlined above.
- b) The student's history of language use in the school and home or community
- c) The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- d) Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT will make the determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines that the student may have English language acquisition needs, the student will take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

The principal will accept or reject the recommendation

If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL will be immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation will be sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within three school days of the decision in the parent's/guardian's preferred language.

The final decision will be made by the superintendent or superintendent's designee. The superintendent or designee will have 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school will administer the NYSITELL (if necessary) within five school days and notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

All LPT members will be trained in identifying how certain elements of the second language acquisition process compare to learner characteristics associated with a learning disability to ensure accurate decision-making.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters in the parents' preferred languages are presented in-person to the parent or guardian immediately following NYSITELL evaluation (i.e. testing, scoring and scanning) by Ms. Asano, LAB/BESIS Coordinator.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Upon receipt of their child's ELL status, parents/guardians of students who have undergone the ELL identification process as the result of first-time entry or re-entry are informed in-person verbally and in writing in their preferred language of communication by Ms. Asano that they have the right to appeal their child's ELL status in writing within 45 school days of enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within ten school days of enrollment and 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 preferred language of communication. 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 HLA certified teacher, certified bilingual paraprofessional, or certified bilingual guidance counselor, or via

phone by a qualified 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 ENL/bilingual services as per the NYSITELL, the student is programmed based on parent choice. Currently, Francis Lewis High School offers a transitional bilingual program in Chinese and a free-standing ENL 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 two choices and records the parent's response: 1) to keep the student enrolled in the school in an available program and 2) to offer a transfer to a school which does offer the program that the parent is requesting. If the parent elects to have his or her child remain at FLHS, the student will be served in the program of the parent's second choice. If the parent elects for a transfer, the student will be temporarily served in an ENL program until the transfer is complete. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Each year at the beginning of the term (typically early September but dependent upon release of the NYSESLAT results), continued entitlement letters are issued in the home 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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parent Survey and Program Selection forms in the parents' preferred languages are completed on-site at initial enrollment. Forms are examined for completeness by Ms. Asano, LAB/BESIS Coordinator, and subsequently reviewed by the Assistant Principal of ENL.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters in the parents' preferred language are distributed in class and by mail. A record of distribution is maintained by the classroom teacher and the LAB/BESIS Coordinator and reviewed by the Assistant Principal of ENL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is retained and secured in files in the inner ESL office with access limited to Ms. Asano, LAB/BESIS Coordinator, and Ms. Irving-Mongui, AP. Original HLIS and parent surveys are kept in the students' cumulative folders with copies secured in the ESL department office by Ms. Asano.
11. 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. The RLER (ATS report) is used to identify students eligible for testing. Notification is done in the home languages and English by letter, phone and public announcement. Attendance for each session of the exam is examined immediately following and absentees are scheduled for and notified of make-up sessions. Multiple make-up sessions are provided to ensure that all parts of the exam are taken. Parental contact in the parents' preferred languages is made to ensure that students take the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed in class and by mail in the preferred language of communication. Records are maintained by the classroom teacher, the LAB/BESIS Coordinator, and reviewed by the Assistant Principal of ENL.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Historically, the majority of initial program choices of parents has been for free-standing ESL (77% in 2012-13 and 64% in 2013-14, 53% 2014-15). 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 ENL—align with parent choice. Ms. Asano records, monitors, and totals parents' choices to inform Ms. Irving-Mongui, of any need to establish additional programs as per parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

ENL instruction is provided by either a single dually-certified ESOL /ELA teacher or by a team of two individually certified teachers, one in ELA and one in ESOL.

At all levels of the Freestanding ENL program, ELLs are provided with ESL instruction in accordance with CR Part 154.2:

Entering: Two periods of Integrated ENL in ELA and one period of Stand-Alone ENL a day for five days a week;

Emerging and Transitioning: One period of Integrated ENL in ELA and one period of Stand-Alone ENL a day for five days a week;

Expanding: One period of Integrated ENL in ELA a day for five days a week;

Commanding: One period of Integrated ENL in ELA a day for five days a week for an additional two years.

Total number of ESL units of study exceed mandated minutes.

Grouping is ungraded but homogeneous by English proficiency level as determined by the NYSESLAT or NYSITELL with the exception of Advanced ELLs who are enrolled in grade-level integrated English courses at a 50/50 ratio of ELLs to native speakers of English.

- b. TBE program. *If applicable.*

ENL instruction is provided by either a single dually-certified ESOL /ELA teacher or by a team of two individually teachers, one in ELA and one in ESOL.

At all levels of the Transitional Bilingual Education program, ELLs are provided with ESL instruction in accordance with CR Part 154.2:

Entering: Two periods of Integrated ENL in ELA, one period of Stand-Alone ENL a day for five days a week, and one period of Home Language Arts (HLA) in Chinese;

Emerging and Transitioning: One period of Integrated ENL in ELA, one period of Stand-Alone ENL a day for five days a week, and one period of HLA in Chinese;

Expanding: One period of Integrated ENL in ELA a day for five days a week and one period of HLA in Chinese;

Commanding: One period of Integrated ENL in ELA a day for five days a week for an additional two years and one period of HLA in Chinese.

Total number of ESL units of study exceed mandated minutes.

Grouping is ungraded but homogeneous by English proficiency level as determined by the NYSESLAT or NYSITELL with the exception of Advanced ELLs who are enrolled in grade-level integrated English courses at a 50/50 ratio of ELLs to native speakers of English.

The content areas with offered in the Chinese Bilingual Program are Math, Science and Social Studies.

- c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

At all levels of the Freestanding ENL program, ELLs are provided with language instruction in accordance with CR Part 154.2:

Entering: Two periods of Integrated ENL in ELA and one period of Stand-Alone ENL a day for five days a week;
Emerging and Transitioning: One period of Integrated ENL in ELA and one period of Stand-Alone ENL a day for five days a week;
Expanding: One period of Integrated ENL in ELA a day for five days a week;
Commanding: One period of Integrated ENL in ELA a day for five days a week for an additional two years.

Total number of ESL units of study exceed mandated minutes.

ENL instruction is provided by either a single dually-certified ESOL /ELA teacher or by a team of two individually teachers, one in ELA and one in ESOL.

At all levels of the Transitional Bilingual Education program, ELLs are provided with language instruction in accordance with CR Part 154.2:

Entering: Two periods of Integrated ENL in ELA, one period of Stand-Alone ENL a day for five days a week, and one period of Home Language Arts (HLA) in Chinese;
Emerging and Transitioning: One period of Integrated ENL in ELA, one period of Stand-Alone ENL a day for five days a week, and one period of HLA in Chinese;
Expanding: One period of Integrated ENL in ELA a day for five days a week and one period of HLA in Chinese;
Commanding: One period of Integrated ENL in ELA a day for five days a week for an additional two years and one period of HLA in Chinese.

Total number of ESL units of study exceed mandated minutes.

3. Describe how core content is delivered in each program model. 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 ENL, HLA, bilingual 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), flexible 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. In addition, the ESL department uses a variety of authentic materials and content-rich ESL texts (e.g. Shining Star and Milestones) which incorporate both fiction and non-fiction. In the selection of materials and resources, age-appropriate, student-centered and high-interest content is the focus, Achieve 3000, Rosetta Stone, Read 180 and Systems 44 also support ELL instruction. Curricula, instruction, and assessment align with the New Language Arts Progressions and Home Language Progressions (as derived from the Common Core Learning Standards).

In the Bilingual Program, instruction is delivered in appropriate ratios of Chinese and English as per CR Part 154.2

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELE and CRT results are shared with teachers in the Bilingual Program to inform instruction. In-class HLA assessments are evaluated by Jacqueline Irving-Mongui, AP ENL and World Languages. Most assessments in bilingual classes are prepared in both English and the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In-class assessments include all four modalities and are developed initially based upon students' NYSESLAT scores (Data from the RNMR are examined by the classroom teacher and AP of ENL). Systems 44, Read 180 and Achieve 3000 data assists in evaluation of reading. The AP of ENL reviews performance tasks for appropriateness.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation for all ELL subgroups occurs at the classroom level in process, content, product and learning environment. For process, ELLs use tiered activities with varying scaffolds and levels of complexity to support understanding and skill development. For content, texts, materials and resources on the same topics are offered at various levels of language complexity and in bilingual classes may be offered in both the home language and English. For product, students are provided with options to demonstrate their learning. For the learning environment, choices of independent, pair and small group organizations are offered. Test accommodations for ELLs and former ELLs (up to two years after determination of proficiency)--extended time, simultaneous use of the English and translated exam (as allowable), separate location, use of a word-to-word dictionary, and word-to-word translation (as allowable)--are provided.

Teachers utilize flexible grouping to maximize learning by building on students' strengths.

Additional differentiation is also offered beyond the classroom as outlined below:

a. SIFE

For SIFE to be afforded the most appropriate education, the cornerstone is identification. Using the criteria established by the Department of Education and outlined in The ELL Policy and Reference Guide 2015-16 , the LAB/BESIS Coordinator with the assistance of an HLA 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 supplemental instruction 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, all ELL instruction includes the study of learning strategies, particularly pre-reading, reading(e.g. using contextual clues, predicting, and graphically representing information) and writing strategies. 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 home language whenever possible, including thorough the PAL program (peer assistance). In addition, home language arts (HLA) instruction is provided if available. Through a collaborative effort, ESL and HLA 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 also receive WelcomeBack Pack with school supplies, including bilingual dictionaries.

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 ENL 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 and intermediate levels of proficiency in English will find all ENL courses available 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 ENL/World Language, and the dedicated guidance counselors closely monitor the progress of newcomers and work collaboratively to effectively address any issues that arise.

c. Developing ELLs

To ensure continued progress, ESL content-area courses are offered as part of the freestanding-ENL program. PALs provide supplemental assistance to promote understanding of the material.

d. Long-term ELLs

Long-term ELLs 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 ENL integrated instruction. In addition, 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The Assistant Principal of ENL will closely monitor student performance on an on-going basis and foster communication between the re-identified student, his teachers and parents. Additional supports will be offered as recommended or requested. Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the AP of ENL, teachers, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he will consult with the superintendent or her designee. Final decision notification will be issued in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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 ENL courses with a dual focus on the development of communicative and academic language. Instruction incorporates the use of technology (e.g. Systems 44, Achieve 3000, Read 180, 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 ELL population.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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, ENL 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 ENL 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.

Chart 5.1 **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart 5.2 **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

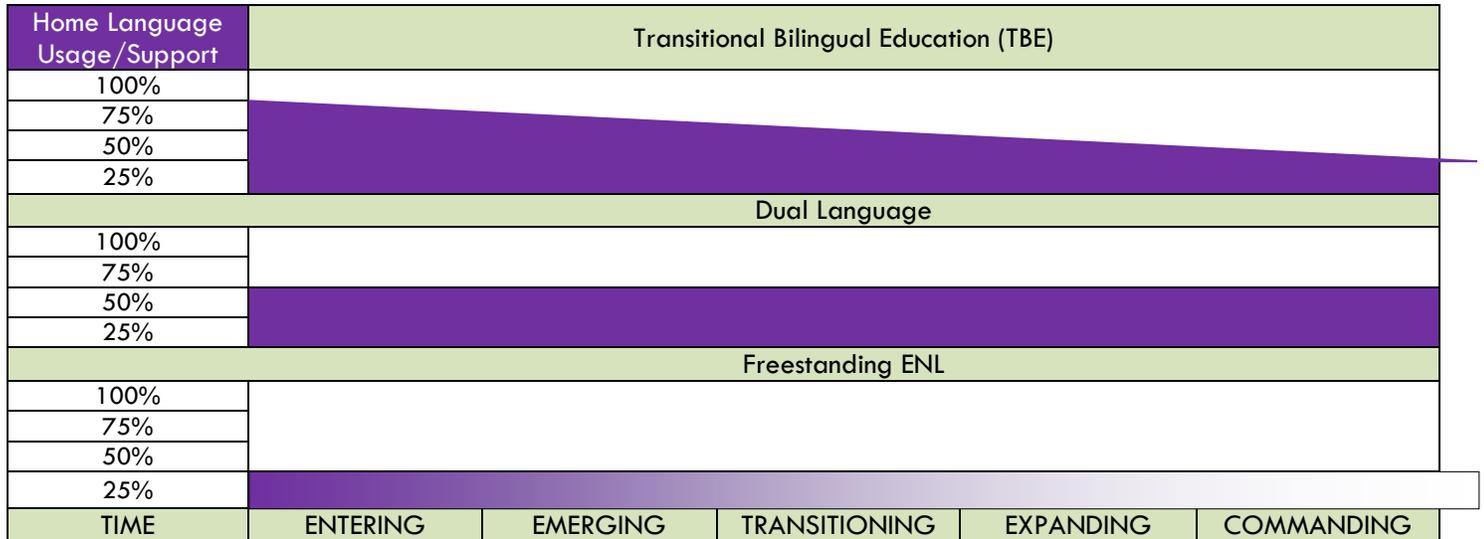


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 promote college and career readiness, ELLs are offered explicit instruction/coursework in public speaking, argumentative writing, research, use of technology and the opportunity to join Virtual Enterprise. Coursework promotes the development of critical thinking/analytical/argument skills.

Common-core aligned HLA instruction is provided in Chinese, Spanish and Korean, the three main home languages of the ELL population, to facilitate the development and transfer of language skills. Instruction is content-based to accelerate acquisition of content knowledge.

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 ENL, 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 ENL, HLA and content-area teachers 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 ENL instruction. ENL 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.

11. 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 common core, 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 in ELA and Math. In addition, for the past two years, we have met both AMAO 1 and AMAO 2, benchmarks for progress and proficiency achievement on the NYSESLAT. In addition, performance on state regents exams is strong--for example 96.7% passing percentage in Geometry. Our graduation rate is more than 70% and we have been actively "closing the achievement gap" for credit accumulation by ELLs. Observations of teachers of ELLs have resulted in predominantly effective ratings.

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

Students will be served in the free-standing ENL and transitional bilingual in accordance with CR Part 154.2.

Virtual Enterprise will be offered to ELLs.

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

n/a

14. 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 NYSITELL 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 ENL department office serves to familiarize incoming and current students and their parents with the Language Allocation Policy, ENL 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 schools 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. Invitations are offered in accordance with the procedures followed for all non-ELLs with the addition of the home language as the mode of communication.

15. What instructional materials, including technology, are used to support ELLs? Include core 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. Achieve 3000, Read 180, Systems 44 and Rosetta Stone software has been integrated into the curriculum to support differentiation. Authentic materials can be found in all ELL classrooms.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

All ELLs in the TBE programs receive one forty-five minute period of HLA five days a week. HLA instruction supports content, culture and language acquisition. All ELLs in freestanding ENL programs have access to bilingual dictionaries and libraries.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Curriculum and resource development is led by the Assistant Principal of ENL in collaboration with selected teacher teams which review carefully to ensure age and grade-level appropriateness.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

To encourage a comfortable and successful transition for all new immigrants, newcomer orientations are offered prior to and throughout the school 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 also receive Welcome Backpacks with school supplies, including bilingual dictionaries.

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. In addition, ELL parent meetings, beyond PTCs, advise parents and students of student progress across the curriculum.

Training in the use of PupilPath for both parents and students allows access to student attendance and course performance. It also facilitates parent-teacher communication.

Bilingual assemblies provide students with grade-level appropriate information (e.g. collegeapplication process for seniors) in their home languages.

The Title III Saturday program has open enrollment to provide supplementary language/content/culture instruction.

Parents meetings are conducted by Ms. Constance Miaoulis, Parent Coordinator and selected guidance counselors. Interpreters are present at all meetings.

Newcomer orientations are conducted by Ms. Michela Asano, LAB/BESIS Coordinator, and/or Ms. Jacqueline Irving-Mongui, AP of ENL and World Languages, with interpreters present as well.

19. 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, Italian, Arabic, Ancient Greek, Spanish and Latin--as well as English electives, such as journalism and drama. ELLs may also complete advanced placement coursework and examination in English and/or any of the foreign or home languages.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All members of the faculty and all ELL personnel (including guidance counselors, Parent Coordinator, ELL Parent Outreach and Information Specialist, school psychologist, occupational/physical therapists, and secretaries) and are supported with on-going professional development. Workshops are offered throughout the year. Topics may include but are not limited to: ELL Parent Outreach, Using the Common Core Progressions for Instructional Planning, Understanding and Addressing the Needs of ELLs in the Content-Area Classroom, Interpreting ELL Data, Instructional Strategies and Scaffolding Techniques, and Common Core Curriculum alignment.

Proposed Calendar 2015-16

November 3, 2015
November 30, 2015
December 18, 2015
January 15, 2016
February 1, 2016
March 9, 2016
April 13, 2016
May 20, 2016
June 8, 2016

Furthermore, there is on-going mentoring of content area teachers who are new to teaching an ELL population. The Assistant Principal of ENL/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 mandated hours of ELL training.

In addition, teachers of ELLs participate in collegial inter-visitations 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.

Lastly, in-house professional development workshops are offered on a bi-weekly basis by Ora Verstandig, the Instructional Coach, throughout the year.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
On-going in-house PD is offered by the Literacy Coach and by teachers to teachers to support ELLs as they engage in the Common Core Learning Standards. It includes argumentative writing, critical thinking/higher order questioning, discussion techniques, academic and communicative language development as well effective integration of technology.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PD on freshmen skills building (e.g. note-taking, organization of notebook/notes, study skills) is offered by the Literacy Coach.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

Calendar and PD topics TBD.

Agendas and attendance records will be maintained by Ms. Ora Verstandig, the Professional Development Coordinator.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual ELL parent meetings will take place on Thursday evening, January 28, 2016 and Friday morning and afternoon, January 29, 2016. Notifications will be made via school web-site, phone master, and written notification in the parents' preferred language. Teachers of ELLs will be available to discuss language development progress and needs and proficiency assessment results. Interpreters will assist communication in the parents' preferred language. Parents/Guardians who are unable to attend will be contacted via phone for a teleconference with the assistance of the DOE Language and Interpretation Unit or in-person meeting.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Attendance at annual individual meetings will be recorded in a written log to be kept on file in the Principal's office. Phone and written contacts will be logged in Skedula.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are active members in our school, including at PTA meetings, Titles I and III parent workshops and school celebrations, such as The International Festival, The Lunar New Year Celebration, and Hangeul Day Celebration. Interpreters are present at all parent workshops and school functions to facilitate communication. Workshops are determined based on parent responses to interest/need questionnaires.

Francis Lewis High School provides free transportation and accompanying interpreters to ELL parent workshops off-site (e.g. ELL Parent Academy at NYU).

In addition, parents are offered free Rosetta Stone accounts to facilitate English language acquisition.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Francis Lewis High School is partnered with the Korean American Youth Foundation to provide informational sessions on topics of importance to parents (e.g. college admissions process).

In addition, Francis Lewis High School offers free ENL classes to adults as well as Rosetta Stone accounts.

5. How do you evaluate the needs of the parents?
The Parent Coordinator conducts on-going needs and interest surveys in the parents' preferred language as well as elicits on-going feedback on parent workshops to design meaningful and informative sessions.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities are designed based on parent survey and questionnaire responses and adjusted per feedback. Questionnaires are disseminated in multiple formats (e.g. Google forms, paper copies) in the parents' preferred language as per the RPAL report. Interpreters are present at all parent involvement activities to facilitate communication.

D. Additional Information

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

Part VI: LAP Assurances

School Name: Francis Lewis (Sig. on file)

School DBN: 26Q430

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. David Marmor	Principal		10/30/15
Ms. Jacqueline Irving-Mongui	Assistant Principal		10/30/15
Ms. Constance Miaoulis	Parent Coordinator		10/30/15
Michela Asano	ENL/Bilingual Teacher		10/30/15
Rena Sum	Parent		10/30/15
Ruth Bellis-Sung/Math	Teacher/Subject Area		10/30/15
Yanling Lin/Chinese	Teacher/Subject Area		10/30/15
Ora Verstandig	Coach		10/30/15
	Coach		
Chris Tu-Yeh	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Sylvia Huh	Other <u>ELL Parent Coord.</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q430** School Name: **Francis**
Superintendent: **Elaine**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

American Sign Language, Albanian, Amoy, Arabic, Armenian, Bengali, Bulgarian, Burmese, Cantonese, Catalan, Cham, Chinese/Any, Dari/Farsi/Persian, Dutch, English, French, German, Greek, Gujarti, Haitian Creole, Hebrew, Hindi, Indonesian, Italian, Japanese, Korean, Macedonian, Malayam, Nepali, Oneida, Pahsto, Philipino, Polish, Punjabi, Russian, Serbo-Croatian, Shan, Slovenian, Spanish, Swahili, Tamil, Teluga, Thai, Tibetan, Turkish, Ukranian, Urdu, Uzbek and Vietnamese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Translated documents are distributed alongside their English version at appropriate times throughout the year. Documents include:

1. PTA-issued or related documents (e.g. PTA meetings, Titles I and III Parent Workshop announcements, Parent newsletter)
2. Open School and PTC conferences
3. invitations to special events (e.g. International festival, school play) and programs (e.g. Title III Enrichment Program)
4. the Parent/Student Handbook
5. information regarding academic program choices, standards, requirements and assessments (e.g. New York State graduation requirements and testing schedule)
6. school report card
7. extracurricular activities (e.g. sports/clubs/teams)
8. "Where do I go if?" (guide to offices and services)
9. tutoring schedule
10. all central notices not already available

Our school web-site is also translatable.

Documents are translated in-house and/or by the Language Interpretation and Translation Unit with requests submitted at least two weeks in advance of the intended dissemination.

Documents and interpreters are also made available at:

1) PTA Meetings which will take place on: October 7, 2015, November 4, 2015, December 2, 2015, January 6, 2016, February 3, 2016, March 2, 2016, April 6, 2016, May 4, 2016, and June 1, 2016.

2) PTC Conferences: November 19, 2015, November 20, 2015, March 10, 2016, March 11, 2016.

3) ELL Parent Conferences: January 28 and January 29, 2016

4) Title I parent workshops:

09/29/2015 - Native Language Workshop

11/09/2015 - Technology

12/15/2015 - Guidance Counseling

1/12/2016 - FAFSA

2/10/2016 - Respect for All

2/25/2016 - Guidance Counseling

3/16/2016 - College Preparation

5/12/2016-Guidance Counseling

TBD - Transition Fair

TBD - ISS Diploma Bound Students Graduation Status
TBD - ISS Alternate Assessment Students

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher conferences (11/19/15, 11/20/15, 3/10/16, 3/11/16), ELL parent teacher conferences (1/28/16 and 1/29/16), Titles I and III parent workshops (9/29/15, 11/9/15, 12/15/15, 1/12/16, 2/10, 16, 2/25/16, 3/16/16, 5/12/16), on-going parent contacts in the parents' preferred language of communication using the in-house Home Contact System in which pedagogues fluent in the language place calls to the home on behalf of other teachers for school-related matters (e.g. student attendance, student progress), guidance counselors' interventions, and progress updates provided by the ELL Parent Outreach and Information Specialist.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents will be translated by qualified school personnel (e.g. bilingual teachers and counselors) and the Translation and Interpretation Unit and by The Big Word, a contracted DOE vendor, for simultaneous distribution with English version of documents.

All documents will be submitted to Translation and Interpretation Unit at least two weeks prior to distribution/publication to ensure availability.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 ENL department.

In- house interpreters (i.e. teachers and paraprofessionals) and/or The Big Word interpreters (i.e. the contracted DOE vendor) and parent volunteers will facilitate communication during:

1. the admissions process

2. PTA meetings and workshops
3. Open School Night
4. parent workshops
5. parent conferences with teachers and guidance counselors
6. school functions and events
7. academic program and college and career counseling

Communications will be via telephone and in person as needed.

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

Phone masters in parents' preferred languages of communications provide messaging via phone of important school announcements.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The LAC communicates availability of translation and interpretation services as well as contact information via e-mail, the FLHS weekly bulletin, staff meetings, and announcement flyers.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To ensure that all 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, RAPL ATS report, student demographics, and translation/interpretation requests. Selected members include, but are not limited to, the ELL Parent Outreach and Information Specialist, the LAC, the NYSITELL/BESIS Coordinator, the Parent Coordinator, and the Assistant Principal of ENL. 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 web-site, open house, PTA meetings, parent workshops and parent-teacher and guidance

conferences. Furthermore, a welcome poster in multiple languages indicating the availability of such services and the location of where they may be obtained will be posted in full view at the main entrance, the Principal's office, and other offices frequented by parents (e.g. guidance office, ENL office). The Parents' Bill of Rights, and Guide to Language Access will also be provided in the Principal, Guidance, Admissions, and ENL Department offices. Language ID guides will be in full view and accessible at the security desk, Principal's, Medical, Guidance and department offices.

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' preferred languages of communication.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback is gathered by the Parent, the Language Access, and the ELL Parent Outreach and Information Coordinators via parent surveys in the parents' preferred language of communication, on-line (e.g. Google forms), written (i.e. hard copy) and oral to ensure accessibility. Surveys are distributed during school functions and analyzed in a timely manner by selected members of the faculty and parents representing our diverse population to gauge the quality and availability of services and to guide improvements as needed.