2018-19

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
BEDS Code: 342600011430
Grades Served: 9-12
School Address: 58-20 Utopia Parkway, Fresh Meadows, NY 11365
Phone Number: (718) 281-8200
Fax: (718) 746-2017
School Contact Person: Constance Miaoulis
Email Address: cmiaoulis@schools.nyc.gov
Principal: David Marmor
UFT Chapter Leader: Arthur Goldstein
Parents’ Association President: Co-Presidents: Linda Lovett and Peter Leung
SLT Chairperson: David Marmor
Title I Parent Representative (or Parent Advisory Council Chairperson): Sarah Kim
Student Representative(s): Eleni Haralampopoulos and Alleya Ally
CBO Representative: n/a

District Information

Geographical District: 26
Superintendent: Elaine Lindsey
30-48 Linden Place
Room 405
Superintendent’s Office Address: Flushing, NY 11354
Superintendent’s Email Address: ELindse@schools.nyc.gov
Phone Number: 718-281-3517
Fax: 718 281-7690
Field Support Center (FSC)

Queens North Field Support Center

Executive Director: Lawrence Pendergast

Executive Director’s Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101

Executive Director’s Email Address: LPender@schools.nyc.gov

Phone Number: 917-225-2020  (718) 391-8320

Fax: (718) 391-8320
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Marmor</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Arthur Goldstein</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Peter Leung</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Jean Brimmer</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Sarah Kim</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Eleni Haralampopoulos</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
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<tr>
<td>Pooja Sharma</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Alleyah Ally</td>
<td></td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>Rehana Ali</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Paula Duffy</td>
<td>Member/UFT</td>
<td></td>
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<tr>
<td>Albert Lahood</td>
<td>Member/UFT</td>
<td></td>
</tr>
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<tr>
<td>Samia Wattoo</td>
<td>Member/UFT</td>
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<tr>
<td>Karen Childs</td>
<td>Member/Parent</td>
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<tr>
<td>Julie Douveas</td>
<td>Member/Parent</td>
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<tr>
<td>Janny Leung</td>
<td>Member/Parent</td>
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<tr>
<td>Maryam Lamont</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Nyla Moshlak</td>
<td>Member/Parent</td>
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<tr>
<td>Hila Shalev-Gideon</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<td><strong>Trust</strong>: 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.</td>
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**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

1. **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.
2. **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.
3. **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.
4. **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.
5. **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
6. **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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>Our 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 diverse community.</td>
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</tbody>
</table>

2018-19 CEP 9
Francis Lewis High School is a comprehensive, academic secondary setting dedicated to serving all students. Its diverse population reflects the multicultural community it serves.

Francis Lewis High School is a large comprehensive neighborhood high school. Approximately 75% of our students are zoned to our school the remaining students are admitted through one of the following four screened programs.

- Jacob K. Javit 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.
- Engineering and Robotics: Students are programmed for Honors courses and will take courses in Engineering or Robotics. 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 two world languages or an additional English/Humanities course.

At the beginning of the 10th grade, all students will have the opportunity to select an academy that will determine their next three year elective course sequence. Students may select from the following elective academies: Gateway for the Sciences, Sports and Heath 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, Toys"R"Us, Target, 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)

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.

4. Identify 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.

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, Professional Development, Tutoring and other professional work, due to the trust that the administration has with the faculty the SBO passed by a margin of 196-8.

The following areas from the Framework for Great Schools will be our focus for this coming school year 2018-19:

**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 2017-18 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.
### School Demographics and Accountability Snapshot for 26Q430

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 4557
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: YES
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 335
- # SETSS (ELA): 117
- # Special Classes (Math): 324
- # SETSS (Math): 71
- # Integrated Collaborative Teaching (ELA): 501
- # Integrated Collaborative Teaching (Math): 432

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 37
- # Music: 27
- # Drama: 3
- # CTE: 35

#### School Composition (2017-18)
- % Title I Population: 72.0%
- % Free Lunch: 62.0%
- % Reduced Lunch: 10.4%
- % Limited English Proficient: 10.0%
- % Students with Disabilities: 13.7%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.5%
- % Black or African American: 61.1%
- % Hispanic or Latino: 20.9%
- % Asian or Native Hawaiian/Pacific Islander: 5.65%
- % White: 15.8%
- % Multi-Racial: 0.7%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 5.08
- # of Assistant Principals (2016-17): 20
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 12%
- % Teaching with Fewer Than 3 Years of Experience: 14%
- Average Teacher Absences (2014-15): 6.8

#### ELA Performance at levels 3 & 4 (2016-17)
- N/A

#### Mathematics Performance at levels 3 & 4 (2016-17)
- N/A

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17)
- N/A

#### Science Performance at levels 3 & 4 (8th Grade) (2016-17)
- N/A

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A

#### Overall NYSED Accountability Status (2018-19)
- Reward: No Recognition
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

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<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
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<td>Economically Disadvantaged</td>
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#### High School

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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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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

“In classrooms visited, instruction was typically teacher centered, students did not consistently engage in higher order discussion and tasks didn’t consistently reflect high levels of student thinking and participation. During our classroom debriefing session we agreed that 4/6 classes observed were developing.” The most recent Quality review stated: 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 2017-18 school year, 3b Questioning and Discussion was the lowest rated instructional component, with 26% receiving a developing or ineffective rating. The average rating for 3b was 2.86 out of 4 which equates to a 72%.

Francis Lewis High School has over 233 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 2018-19 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 average rating for all teachers on Danielson Component 3b (Questioning and Discussion) will increase by 10% by the end of the 2018-19 school year.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Every Wednesday September through June</td>
<td>PD committee members, Instructional Coach, AP Supervisions and Principal</td>
</tr>
<tr>
<td>All Students</td>
<td>4 to 6 times throughout the year September through June</td>
<td>AP Supervision and teacher</td>
</tr>
<tr>
<td>All Students</td>
<td>Once per month during PD period or C-6 September through June</td>
<td>AP Supervisions and Instructional Coach</td>
</tr>
<tr>
<td>All Students</td>
<td>Each week throughout the school year</td>
<td>Parent Coordinator, Principal and AP Guidance</td>
</tr>
<tr>
<td>All Parents</td>
<td>Each week throughout the school year</td>
<td>Parent Coordinator, Principal and AP Guidance</td>
</tr>
</tbody>
</table>

A recent SBO created additional professional development (PD) opportunities throughout the school year. The new schedule will provide the opportunity for weekly PD. Specifically we will focus on questioning and discussion technique in the classrooms.

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.

A peer inter-visitiation 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.

Careful monitoring of student programming to make sure that students are appropriately challenged and have access to the most appropriately rigorous curriculum.

Parent Weekly Newsletter contains information relevant to all parents and informs parents about many upcoming workshops on topics such as; College Applications, AP course access, school-family partnership and the guidance process. In addition workshops are done separately in four additional native languages.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
We will run a variety of parent engagement workshops including our Freshman orientation where we will review expectations for the school as well as give specific advise on how to help their children be successful. College office and guidance personnel. There is one workshop every two weeks.

**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.

The SBO process was used to create modifications to the existing schedule each day throughout the year. This modification will create a specific period once per week 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 rigor and cognitive challenge of their questions and challenge teachers to engage students in more rigorous discussion. Borough Field Support Center professional learning opportunities will be utilized to support instructional focus.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title IIA</th>
<th>Title IIIA</th>
<th>Title III, Immigrant</th>
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<tr>
<td>X</td>
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<td>C4E 21st Century Grant</td>
</tr>
</tbody>
</table>

**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 3b, questioning and discussion. As measured on February 1st 2019, the average component score for all teachers will rise by 5% over February of 2018.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Advance Observation System for data collection and Excel for tracking.

**Part 5c.** In February 2019, 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**

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.  
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.  
3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

In the most recent Quality Review (2016-17) 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 2017-18 four 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**

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019 the number of teachers rated Developing or Ineffective across all sub components, will be reduced by 8% as measured by the Danielson driven MOTP score.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-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). | All Teachers | 4 to 6 times per year September through June | Principal and AP Supervision |
| 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 | All Teachers | Once per week on Wednesday's September through June | Principal, AP Supervision, Instructional coach and Professional consultants |
| Professional development will take place around areas of need in Danielson. As measured by Advance Observation Tool and the average scores from last year 2017-18 in each component area. | All Teachers | Once per week on Wednesday's September through June | Principal, AP Supervision |
| Peer inter-visitation will be utilized to support teacher practice and create opportunities for reflection. | All Teachers | Once per week on Wednesday's September through June | Principal, AP Supervision |
| An open invitation to attend Principal Breakfast for all parents once per month. Provides opportunity to communicate about the state of the support structures available in the school, including specific supports for students with disabilities and our English Language learners | All Parents | Once per Month | Parent Coordinator and Principal |

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Frequent dissemination of information about student progress. Including the use of Skedula, phone calls, one-one meetings, parent-teacher conferences, parent news-letter and mass phone call system.

### 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.

The SBO process was used to create additional Professional Development opportunities throughout this school year. In addition to using our in house AP Supervisions and instructional coach to support teacher practice we have the services of the Center for Educational Innovation to provide additional professional development consulting services.

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

<table>
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<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

Teacher effectiveness will be monitored monthly by reviewing teacher ratings on observations. As measured on February 1st 2019 the number of teachers with developing or lower overall ratings will be 5 or fewer.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The Danielson Rubric overall score as displayed in the Advance Observation system score tracker.

**Part 5c.** In February 2019, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The most recent Quality Review and PPO visits revealed that although teachers are engaged in collaborative work, “….clear next steps for the teacher teams 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 Lowest Third in order to make instructional changes that will lead to increased student achievement. The focus on the Lowest Third students is derived from the most recent data on the 2015-16 School Quality Guide which showed that there was a 37% point drop in the percentage of students graduating in four years between the general population and the Lowest Third in City.

Teachers at Francis Lewis High School have been engaging in collaborative inquiry teams during a dedicated period each week, this was negotiated through the School Based Option (SBO) process. 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 2018-19 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 City Lowest Third graduating in 4 years during the 2018-19 school year will increase by 5% points over the 49.1% from the 2017-18 school year.
### Part 3a – Action Plan

#### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in City lowest third</td>
<td>Weekly Collaborative meetings. Sept - June</td>
<td>Each Assistant Principal of Supervision will oversee the objectives, content and implementation of the teams within their department. All teachers will participate in inquiry.</td>
</tr>
<tr>
<td>Lowest Third and failure on the first progress report</td>
<td>Sept - June</td>
<td>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.</td>
</tr>
<tr>
<td>Lowest Third with a failing mark on the 1st Progress Report</td>
<td>Late October - June</td>
<td>All teachers now have a tutoring period one day per week to work with students in need.</td>
</tr>
<tr>
<td>Lowest Third students with a failing mark on the 1st Progress Report</td>
<td>Late October - June</td>
<td>AP Guidance will supervise this initiative and guidance counselors will hold meetings.</td>
</tr>
<tr>
<td>Students in City and SWD or ELL</td>
<td>One session per week</td>
<td>AP Guidance, Arista Coordinator and Peer mentoring Coordinator</td>
</tr>
</tbody>
</table>

#### Target Group(s)
Who will be targeted?

#### Timeline
What is the start and end date?

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

---

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 tutoring.

Cross departmental team will be created to specifically research the issues surrounding the achievement gap average (-15%) of the credit accumulation of the City Lowest Third as compared to whole school.

We will establish an early academic intervention system. Students who have a failing grade on the first progress report will be placed into the tutoring program.

Guidance counselors will hold parent/student meetings with all lowest third grade students who fail two or more subjects on the first progress report. Goals and action steps will be formulated and memorialized in collaboration with the parent/guardian.

Students with disabilities and English Language Learners will have additional supports through the use of the one to one peer intervention and support program.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We have partnered with Elevate to provide professional development services to staff and students about study skills, time management, test taking strategies and the growth mindset.

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.

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 was renovated to become a dedicated teacher inquiry space, with computer access. Arista students will use the library for the Peer and Teacher 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.

<table>
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<tr>
<th></th>
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<tr>
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<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 Lowest Third credit accumulation after the Fall term. As measured on February 1st students should have completed six credits in order to be fully on track.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

STARS credit reports

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The most recent Quality Review stated, "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. Impact 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."

The Advance Observation tool has identified 3b as the area most needed to focus in pedagogically.

By encouraging and cultivating a distributed leadership mindset teachers will take ownership over professional development and monitoring their own growth. Peer inter-visitation and frequent instructional "walk throughs" will provide teachers additional support and a platform for instructional conversation and reflection about best practices.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of the 2018-19 school year 60% of the approximately 240 teachers will participate in teacher led structured inter-visitation.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who previously engaged in peer inter-visitations and &quot;walk-throughs&quot; will develop PD opportunities to share their experiences.</td>
<td>Select teachers in each department with peer visitation experience</td>
<td>Beginning in September</td>
<td>Department AP's, Principal and instructional coach</td>
</tr>
<tr>
<td>School wide Professional Development workshops</td>
<td>All teachers</td>
<td>On going throughout school year</td>
<td>AP Supervision, Principal and Instructional Coach</td>
</tr>
<tr>
<td>Focusing on inter-visitations protocols and norms.</td>
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<tr>
<td>C-6 periods will be utilized to provide time and opportunities to do structured inter-visitations. Particularly teachers will be asked to focus on successful pedagogical strategies to address the unique needs of SWD’s and ELL students.</td>
<td>All teachers</td>
<td>Ongoing throughout school year at least once per month</td>
<td>AP Supervision</td>
</tr>
<tr>
<td>Teachers enrolled in the &quot;Teacher Leadership Program&quot; (TLP) will assist in turn keying best practices about peer supported inter-visitations.</td>
<td>Teachers enrolled in the TLP</td>
<td>Monthly</td>
<td>AP English, Principal</td>
</tr>
<tr>
<td>Parents are partners and as such will be invited to join on the many in school instructional showcases. Earth day, Science Fair, multi-cultural festival, the World Peace Conference. Parents will take an active role in the planning and execution of these events.</td>
<td>Parents and Teachers</td>
<td>Notifications will occur to stimulate parental partnerships for each event.</td>
<td>Department AP's, Principal and Parent Coordinator</td>
</tr>
</tbody>
</table>
**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Principal hosts a monthly parent breakfast to speak directly with parents about concerns. In addition, the use of frequent emails and phone calls home to parents.

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**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.

SBG created collaborative time, Other Professional Work time and C-6 time may be utilized to engage in peer inter-visitations.

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

<table>
<thead>
<tr>
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</table>

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**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.

During observation feedback meetings AP's will debrief inter-visitation experience and provide credit on Danielson 4E where appropriate. As measured on February 1st, 20% of teachers will have engaged in structured inter-visitation.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Direct observation and feedback discussions. Additionally we will use inter-visitation reflection forms.

**Part 5c.** In **February 2019**, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our most recent School Quality Guide has Francis Lewis HS rated "Approaching Target" with a 2.20 score for Strong Community and Family ties. As a large comprehensive high school we struggle to find a method to motivate parents to come to school and become active members in the school-parent partnership. Whereas teacher outreach to parents is rated relatively high, parent direct involvement in school remains relatively low. The average number of parents attending school run workshops is 60.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

As measured on June 28th 2019 parent attendance at school run workshops will increase by 15% over the average of 40 parents during 2017-18.
### Part 3a – Action Plan

**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:

- Evidence-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).

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<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
</tbody>
</table>

- **We will engage the parents in a survey both online and at the PTA meetings to tailor the frequent workshops to the parents interests and needs.**
  - Target Group: All Parents
  - Timeline: September
  - Key Personnel: Parent Coordinator and Data AP

- **Have all phone master calls and meeting notices translated into parents home language**
  - Target Group: Parents
  - Timeline: September-June
  - Key Personnel: Parent Coordinator, translation unit and AP ESL

- **Run targeted specific workshops at various times that may be convenient to both working and non-working parents.**
  - Target Group: Parents
  - Timeline: September-June
  - Key Personnel: Guidance Counselors, Assistant Principals, Teachers and Principal

- **Use Parent Coordinators e-mail list and news letter to promote upcoming parent workshops.**
  - Target Group: Parents
  - Timeline: September-June
  - Key Personnel: Parent Coordinator

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

### 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.

Per-session postings to solicit experienced teachers and counselors to run workshops, Data AP will assist in mass e-mail and phone communication functions. Computer labs and classrooms will be utilized to house the workshops.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

As measured at the conclusion of our 3rd workshop, the average attendance of the three workshops will increase by 3% over the average of 60 from 2017-18.

### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Attendance sheets from each workshop will be monitored and entered into a spreadsheet for review and tracking.

### Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **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 1st progress report will be given AIS services. | 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. | 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 | 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 | 1. C-6 Tutoring  
2. Peer Tutoring  
3. AIS Regents Week  
4. Teacher Tutoring | 1. Small group tutoring  
2. One-to-One tutoring  
3. Small group  
4. Small group | 1. Periods 2 & 4  
2. Periods 2-9 during the day  
3. Regents Week |
All students who fail on the 1<sup>st</sup> progress report will be given AIS services.

### Science

1. C-6 Tutoring
2. Peer Tutoring
3. AIS Regents Week
4. Teacher/Mandated Tutoring
5. Make-up Labs

### Social Studies

1. C-6 Tutoring
2. Peer Tutoring
3. AIS Regents Week
4. Intervention courses for students who failed the Global & US History Regents

### At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)

1. Guidance conferences with students and parents
2. Weekly meetings with school social worker
3. Parent Workshops

### Notes

- All services are provided before/after the student’s school day, during lunch period, and on Saturdays.

**Science**

- All students who fail on the 1<sup>st</sup> progress report will be given AIS services.

**Social Studies**

- All students who fail on the 1<sup>st</sup> progress report will be given AIS services.

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

- All students who fail on the 1<sup>st</sup> progress report will be given AIS services.
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

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

#### Part A: FOR TITLE I SCHOOLS

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

   Students have weekly meeting with counselors and/or school social worker

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

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

1. State and City Certified in subject area
2. Open Market Teacher Hire System
3. Lead teacher and professional development specialist position created to work closely with teachers on effective teaching practices.
4. Certification is maintained
5. Teachers are programmed based on certification and skills
6. Teachers are supported in Professional Development Opportunities (Learner Institute, CUNY...)
7. Teachers are supported in education classes if applicable (ESL, CITE...)
8. 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).

Participate in City wide professional development activities offered throughout the year.

Participate in support network professional development activities aligned to the common core throughout the school year.

Lead teacher position created to provide ongoing professional development throughout the year to individual teachers based on recommendations from supervisory support and self /peer reflection.
Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>1,800,081.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>57,252.00</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>24,128,565.00</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 the school. Francis Lewis HS, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The Francis Lewis’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 the school community.</td>
</tr>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
<tr>
<td>● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>
● 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;

**Support for Parents and Family Members of Title I Students**

Francis Lewis 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;

### Parental Involvement and School Quality

Francis Lewis’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. The Francis Lewis 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 Francis Lewis.

### Encouraging School-Level Parental Involvement

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the Francis Lewis 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, Francis Lewis 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., ESSA/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 Every Student Succeeds 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;

Francis Lewis 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;
School-Parent Compact (SPC)

Francis Lewis HS, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 on assessments.

I. School Responsibilities: High Quality Curriculum

- 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 Every Student Succeeds Act.

I. School Responsibilities: Supporting Home-School Relationships

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;

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I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

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I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act. Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

This school is (check one):

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

180
**Part B: Direct Instruction Supplemental Program Information**

Total # of teachers in this program: ____

# of certified ESL/Bilingual teachers: ____

# of content area teachers: ____

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 ENL and content area instruction, the Title III Saturday program offers 20 weeks of supplemental instruction in ENL, science, math, and social studies to ELLs in grades 9-12. 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 ENL professionals incorporate content in their instruction, i.e. using authentic English literature, science experiments, historical documents, problem solving, etc., into planning and instruction.”

To further support their assertion, they point to research conducted by O’Malley and Valdez-Pierce (1996) who noted, "...what second language educators have overtly recognized is that the language of each content area has special concepts, vocabulary, and language functions that require unique forms of instruction in which language and content are integrated. As part of this instruction, students should have opportunities to learn and apply concepts in the content areas through all four language skills. Research has shown that appropriate content instruction facilitates language learning."

With research as the cornerstone of the program and data driving instruction, the Title III classes are collaboratively planned by ten fully certified ENL, content, and bilingual teachers (3 ENL; 1 English; 1 Social Studies; 1 Living Environment; 1 Math; 3 bilingual) and 1 Guidance Counselor. As no other programs will be operating in the building during the hours of Title III program, an Assistant Principal/supervisor will also be present. The presence of a supervisor will ensure high quality instruction and efficient implementation of the program. Furthermore, a supervisor will allow prompt and appropriate DOE policy aligned guidance to any unforeseen emergencies.

Attendance will be taken in each class by the classroom teacher and the AP Supervision will keep important records such as attendance and correspondence with parents in a Title III file in the ENL department office (room 211).

Student placement is dependent on language proficiency, subject knowledge and students' need. State-generated performance data, course performance data and students' requests indicate
Part B: Direct Instruction Supplemental Program Information

The need for supplemental content-based language instruction in American and Global History, Living Environment, English, and Math. 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.

To support continuous participation in the Title III program and accelerate students’ academic progress, a guidance counselor collaboratively with the other faculty members, will run four parent workshops that are each three hours long. The workshops will have interpreters available on site to assist parents in their preferred languages of communication. In addition, to promote college readiness, the guidance counselor will offer direct supplemental instruction in college and career readiness skills. Parents will be notified of the parent workshops through letters in their preferred languages of communication.

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 and supported by the integration of authentic materials such as Scholastic, Scope, Upfront, Newsday, Daily News, N.Y. Times, National Geographic, Channel Thirteen Video libraries, Rosetta Stone, and Internet research in the ENL computer lab. Performance components include but are not limited to student-created speeches, debates, argument writing, lab reports, current events reporting, and video clips. Portfolios will highlight student work.

To enhance instruction and increase students’ accountability, the ENL computer lab will be used for students to review and revise their peers’ work with teachers acting as facilitators. For this purpose, additional laptops, headphones, memory sticks, maps and assorted supplies will be purchased.

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: The Museum of the Moving Image, The Sands Point Preserve, The American Museum of Natural History, The Metropolitan Museum of Art, The New York Botanical Garden, and TBD Broadway Show.

The program will run on Saturdays from October 13, 2018 to June 8, 2019. 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:

- **ENL Entering**—This class will focus on the development of oral skills through units of study on identity, immigration, and current events that promote discussion and academic language development.
- **ENL Emerging**—This class will focus on interpreting and responding to texts and the developing reading strategies (i.e. annotating, inferencing, predicting) across disciplines.
- **ENL Expanding**—This will be a co-teaching class focused on argumentative writing and debate.
- **Living Environment**—This class will focus on conducting and documenting scientific experiments in written investigative reports.
- **Global Studies**—This class will focus on current events with a World Wide impact as well as analysis of primary sources including political cartoons and editorials, and DBQ and thematic essay writing.
- **US History and Government**—This class will focus on U.S. history and current events as well as analysis of primary sources including political cartoons and editorials, and DBQ and thematic essay writing.
- **Math**—This class will integrate interpretation of word problems and verbal and written explanation of the steps involved in problem-solving.
Part B: Direct Instruction Supplemental Program Information

Each class will consist of a maximum of 1:20 teacher-to-student ratio. English will be used as the primary language of instruction. However, bilingual teachers will also be present in content area classrooms to provide home language support.

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, Social Studies, and Math teachers by providing translation, small group instruction and one-to-one tutoring as needed for home language support.

The following materials are used for instructional support:

Title III resource (supplemental):
Prentice Hall Brief Review: Global History and Geography
Prentice Hall Brief Review: United States History and Government

School resource:
A Short History of the United States, Chinese Edition
Physics: Principles and Problems, Chinese Edition

Parents will be notified of available programs by letters in the preferred languages of communication. The letters in top three preferred languages (Chinese, Spanish, and Korean) will be translated in-house by the certified ENL and WL teachers. Additional letters in remaining preferred languages will be translated through the Translation and Interpretation Unit. In addition, parents will receive phone calls with the same information in English, Chinese, Korean, and Spanish. Information on available programs and other important announcements will also be made available on the school website and on the dedicated ENL-WL site.

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 ten teachers will participate in 15 hours of Professional Development conducted by an Assistant Principal. 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 ELLs, preparing all students for college and careers. Topics that will be discussed are:

Professional Development #1 - September 29, 2018 from 8 a.m. to 1 p.m. (5 hours)
Creating a Welcoming Classroom Environment and Planning for Student Success (Backward Design)

Professional Development #2 - October 6, 2018 from 8 a.m. to 1 p.m. (5 hours)
Increasing Student Engagement (Scaffolding and Differentiation)

Professional Development #3 - November 10, 2018 from 8 a.m. to 1 p.m. (5 hours)
Formative Assessment and Effective Feedback
Part C: Professional Development

Professional development agendas, materials, work products, and attendance will be collected by the AP Supervision and kept on file in the ENL department office, room 211.

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, four Title III parent workshops will be offered to parents of ELLs and Title III students. 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 in various academic needs. For example, workshop #2 will familiarize parents with the college admission process. As a result, parents can hold meaningful conversations about college admission. They can provide guidance and help their child manage the admission process to stay on track. Moreover, the remaining workshops will equip parents with tools necessary to provide additional support in core subjects.

The workshops will be held on Saturdays but this can be adjusted to weeknights to accommodate parents’ schedules. The meetings will be conducted by the school based certified guidance counselor and cover the following topics:

Parent Workshop #1 - October 6, 2018 from 9 a.m. to noon (3 hours)
Orientation to the Title III Program--an in-depth look at the Title III Program (i.e. courses of study, requirements, expectations, technology, parental involvement, and academic counseling) and academic opportunities.

Parent Workshop #2 - November 3, 2018 from 9 a.m. to noon (3 hours)
The College Bound Student--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.

Parent Workshop #3 - January 12, from 9 a.m. to noon (3 hours)
Interdisciplinary Strategies--A workshop on best practices for parents to support student progress in ENL, Math, Science and Social Studies. Topics include using technology, note-taking, word work, study skills, and parent-student and parent-teacher conferencing.

Parent Workshop #4 - June 8, 2019 from 10 a.m. to 12:30 (2.5 hours)
Stories of Success—An exhibition of student successes (samples of work) and a forum to provide suggestions for improvement.

Parents will sign-in for each workshop to keep a record of attendance. These attendance sheets along with agendas and copies of parent invitation letters will be kept in the Title III folder in the ENL office. A digital copy of each item will also be stored in the Title III folder on the school network.

In addition to translated letters sent to parents, parent workshop information will also be posted on the ENL website, ELL parent bulletin board, and the Parent Coordinator's Weekly. To promote parent engagement of all parents, interpreters will be available on the days of the workshop to facilitate communication in the preferred languages.
### Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td>Travel</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td>Other</td>
<td>_____ na na na</td>
<td>na</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____ na na na</td>
<td>na</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Queens</td>
<td>430</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marmor</td>
<td>Jacqueline Irving-Mongui</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ora Verstandig</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rezaul Khan</td>
<td>Chris Tu-Yeh</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanling Lin/World Languages</td>
<td>Rena Sum</td>
</tr>
<tr>
<td>Elena Garcia/World Languages</td>
<td>Constance Miaoulis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Sylvia Huh, ELL Parent Coord.</td>
</tr>
</tbody>
</table>

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: 15
- 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: 9
- Number of certified bilingual teachers currently teaching in a bilingual program: 5
- Number of teachers who hold both a bilingual extension and TESOL certification: 0
- Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12): 2
- Number of special education teachers with bilingual extensions: 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): 1
- Number of teachers who hold both a bilingual extension and TESOL certification: 0

D. Student Demographics

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): CHINESE

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Across departments, instructional planning is informed by teacher-created common assessments and midyear examinations aligned to the CCLS and designed in teacher teams under the guidance of the Assistant Principals of Supervision. Technology based assessments, such as Achieve 3000, System 44, and Read 180, continuously adjust contents as per student performance. In addition, to further support the FLHS writing initiative to advance academic language, Vocabulary.com assessments are implemented regularly. All assessments are reviewed for appropriate rigor and validity by the Assistant Principals of Supervision.

2. What structures do you have in place to support this effort?
Purposeful teacher team design (including inter-departmental) allows for critical/task analysis of performance data which, in turn, informs revision and instruction. Common preparation/planning periods allow for additional dedicated time. Inquiry-based weekly teacher team meetings focus on analysis of student work products and performance assessments. In addition, input from the Language Proficiency Team is provided. Development of curriculum-embedded assessments is conducted throughout the year and in the summer, with on-going professional development in the creation of valid assessments and the use of data to inform instruction offered through the department and the FLHS UFT Teacher Center. In addition, FLHS offers opportunities for teachers to attend external professional learning series, who then conduct turn-key training to their respective departments. Insights from analysis of data informed the choice of school-wide instructional focus, which has been reflection and feedback with an emphasis on writing. Creation of the UFT Teacher Center to support on-going professional development in teaching and assessment of writing was prompted by findings through teacher-team meetings and analysis of data.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? FLHS teacher-created benchmark assessments across content areas identify baseline, progress, and areas of need. Curriculum-embedded performance tasks are administered at the end of each unit of study. Common mid-year examinations are also administered across departments.

4. What structures do you have in place to address interventions once the summative data has been gathered? Teacher teams analyze student work products throughout the intervention process to determine the effectiveness prior to summative assessments. Interventions include targeted small group instruction, differentiation in content, process, and product as per team findings. Summative performance data is used to further refine instructional strategies. Each year summer curriculum writing draws upon summative data to guide curriculum development and adjustment.

5. How does your school use 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.] Not applicable to high school (9-12).

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) ELL performance data from the ELL Data Analysis Tool (EDAT), RLAT, regents examinations across content-areas is analyzed by teacher teams within each department. Task analysis informs curricular, programmatic, and instructional changes. For example, in the past, analysis of the performance data led to the creation of public speaking course for intermediate level ELLs to develop verbal fluency. NYSESLAT performance data for 2016-2017 analyzed through EDAT confirmed speaking as a "modality of strength" after the integration of Public Speaking. Overall, more than 65% of students who took the NYSESLAT scored high in the speaking modality. This year, drama will serve as a continuance to public speaking to incorporate fiction and literary response. In addition, in accordance with school-wide focus on writing, there was a 19% improvement in ELL performance on the written response sections of the Common Core English Regents. Furthermore, to address the social needs, there is integration of life/survival skills in the beginning and intermediate level courses.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Findings are disseminated by the Assistant Principals of Supervision and serve as the the focus of ELL-dedicated department meetings, teacher team meetings, and PD. In addition, ELL performance data is available for teacher reference on the FLHS public drive to which administrators and teachers have ready access.

Part IV: ELL Programming
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 ENL /ELA teacher or by a team of two individually certified teachers, one in ELA and one in ENL.

      At all levels of the Freestanding ENL program, ELLs are provided with ENL 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 ENL 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 ENL /ELA teacher or by a team of two individually certified teachers, one in ELA and one in ENL.

      At all levels of the Transitional Bilingual Education program, ELLs are provided with ENL 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 ENL units of study exceed mandated minutes.

      Grouping is ungraded but homogeneous by English proficiency level within a 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 offered in the Chinese Bilingual Program are Math, Science, and Social Studies.

   c. DL program. If applicable.

      Not applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
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 ENL 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 certified 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 ENL units of study exceed mandated minutes.

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, SIOP aligned 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 ENL department uses a variety of authentic materials and content-rich ENL 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, Vocabulary.com, Read 180 and System 44 also support ENL instruction. Curricula, instruction, and assessment align with the content area standards, 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

How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? ELE and CRT results and patterns 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. Assessments and rubrics in bilingual classes are prepared in both English and the home language.

How do you differentiate instruction for each of the following ELL subgroups?
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. With regard to 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. With regard to product, students are provided with options to demonstrate their learning. With regard to 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 2017-18, the NYSITELL Coordinator with the assistance of an HLA teacher or bilingual ENL teacher and ELL guidance counselor carefully screens each new student to determine whether or not he or she is SIFE, conducting oral interviews of the parent and student in the preferred language of communication and English, a thorough review of the student’s academic records, and using the Literacy Evaluation for Newcomer SIFE if appropriate. If it is determined that the student is, in fact, SIFE, he/she 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, ENL 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 a 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, ENL 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, ENL content-area courses are offered as part of the freestanding-ENL program. PALs provide supplemental assistance to promote understanding of the material. Public-speaking and Drama courses facilitate verbal fluency.

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 or ISS—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.

6. 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. System 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. Literature selections include more than 450 titles from Shakespeare to Khaled Hosseini. Non-fiction works include historical documents and current event periodicals. As available, bilingual editions of text are also utilized. Examples of instructional strategies include role-play, comparison/contrast and discussion.

7. 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 (AP ISS, AP ENL, Guidance counselors and classroom teachers). 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. 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 throughout the school day.

8. 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 ENL and content area instruction, the Title III Saturday program offers 24 weeks of supplemental instruction in ENL, ELA, 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 ENL 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 ENL 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 in the Title III program, providing HLA support in 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 ENL 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: The Museum of the Moving Image, The Sands Point Preserve, The American Museum of Natural History, The Metropolitan Museum of Art, The New York Botanical Garden, and TBD Broadway show.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? 
As an extension of Public Speaking, Drama will be offered to ELLs at the intermediate levels to deepen understanding of verbal and non-verbal communication and literary analysis, areas of need indicated by student questionnaire responses. Teacher narrative data demonstrated an increase in student confidence and fluency in whole class discussion as a direct result of completion of the Public Speaking course.

10. If you had a bilingual program, what was the reason you closed it?
Not applicable.

11. 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 bilingual 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 Welcome Back Pack that contains needed school supplies.

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

ELLs are members of all programs offered at FLHS, including our specialized programs, extracurricular offerings and Title III Saturday supplemental instruction. 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.

12. 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 (e.g. 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, System 44 and Rosetta Stone software has been integrated into the curriculum to support differentiation. Authentic materials can be found in all ELL classrooms. Literature selections include more than 450 titles from Shakespeare to Khaled Hosseini. Non-fiction works include historical documents and current event periodicals. As available, bilingual editions of text are also utilized. Additionally, texts are available in varied lexile levels and graphic form to ensure accessibility of content for all ELLs.

13. How is home language support assessed and 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. DOE approved bilingual materials are utilized. Teacher-created bilingual supports are evaluated by teams of content-certified and language-certified teachers.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
The school, P.S. 811Q, co-located with us uses a single room in our building. There is no sharing of funding.

16. 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. college application 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 Mr. Rezaul Khan, NYSISTELL Coordinator, Ms. Sylvia Huh, ELL Parent Coordinator and/or Ms. Jacqueline Irving-Mongui, AP of ENL and World Languages, with interpreters present as well.

17. What language electives are offered to ELLs?

ELLs are offered the same language electives as non-ELLs. These include instruction in seven languages--Chinese, Korean, Japanese, French, Italian, 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 World or home languages.

18. 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

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### 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 and non-pedagogic staff.) 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?

   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. A UFT-teacher Center at FLHS offers ELL professional development throughout the year and department PD addresses content-specific needs. Topics may include but are not limited to: Vocabulary Instruction for All Students, The Affective Filter, Effective Co-teaching Models, Using the Common Core Progressions for Instructional Planning, Understanding and Addressing the Needs of ELLs in the Content-Area Classroom, Using Data to Inform Instruction, Scaffolding for Success, and Writing Across Content Areas.

   **Titles and Descriptions of ELL-Specific professional development for all teachers of ELLs and non-pedagogic staff:**

   - Strategic Learning: The Five Guiding Principles of ELL Instruction - September 2018
   - The Affective Filter and How to Avoid It - September 2018
   - Vocabulary Instruction for ALL Students - October 2018
   - Making Vocabulary Stick Using Marzano’s Methods - October 2017
   - Building Cultural Proficiency - November 2018
   - Helping ALL Students Ask Questions Using the Question Formulation Technique - December 2018
   - Discussion Strategies in the ELL Classroom - January 2019
   - The ‘Preview’ Protocol: A Focus on Advanced Literacy Across the Curricula - February 2019
   - Choosing and Integrating Textual Evidence into our Writing - March 2019
   - Formative Assessment in the ENL Classroom - April 2019

   Furthermore, there is on-going mentoring of content area teachers who are new to teaching an ELL population. The Assistant Principal of ENL/WL and the Instructional 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.

2. 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.
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 take place in January or February in the evening and afternoon. Notifications are made via school web-site, phone master, and written notification in the parents' preferred language. Teachers of ELLs (ENL and content area) are available to discuss language development progress and needs and proficiency assessment results. Interpreters assist with communication in the parents' preferred language. Interpreters are present and the assistance of the DOE Language and Interpretation Unit is utilized as needed. Parents/Guardians who are unable to attend are contacted via phone or teleconference.

2. 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, the Day of the Dead, 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 evening adult ENL classes at FLHS through OACE and free Rosetta Stone accounts to facilitate English language acquisition.

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.

N/A
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, David Marmor, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

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<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Dr. David Marmor</td>
<td>Principal</td>
<td></td>
<td>06/29/18</td>
</tr>
<tr>
<td>Ms. Jacqueline Irving-Mongui</td>
<td>Assistant Principal</td>
<td></td>
<td>06/29/18</td>
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<tr>
<td>Ms. Constance Miaoulis</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/29/18</td>
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<tr>
<td>Rezaul Khan</td>
<td>ENL/Bilingual Teacher</td>
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<td>06/29/18</td>
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<tr>
<td>Rena Sum</td>
<td>Parent</td>
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<td>06/29/18</td>
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<tr>
<td>Elena Garcia/WL and ISS</td>
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<td></td>
<td>06/29/18</td>
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<tr>
<td>Yanling Lin/Chinese</td>
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<tr>
<td>Ora Verstandig</td>
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<tr>
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<tr>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia</td>
<td>Huh</td>
<td>ELL Parent Outreach and Information Specialist</td>
<td>Yes</td>
<td>Yes</td>
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</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4061</td>
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<td>4001</td>
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</tr>
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<td>98</td>
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<td>0.81</td>
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<tr>
<td>URDU</td>
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<td>61</td>
<td>0.81</td>
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<td>0.16</td>
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<td>7</td>
<td>0.09</td>
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<tr>
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<td>5</td>
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<td>0.07</td>
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<td>3</td>
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<tr>
<td>HAITIAN CREOLE</td>
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<td>4</td>
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<tr>
<td>ITALIAN</td>
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<td>2</td>
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<tr>
<td>KAREN</td>
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<td>0.03</td>
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<td>MACEDONIAN</td>
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<td>SENUFO</td>
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<td>0.03</td>
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<tr>
<td>SERBIAN</td>
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<td>0.03</td>
<td>2</td>
<td>0.03</td>
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<tr>
<td>Language</td>
<td>Families</td>
<td>Percentage</td>
<td>Total Families</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>THAI</td>
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<td>0.03</td>
<td>3</td>
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<tr>
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<td>0.03</td>
<td>2</td>
<td>0.03</td>
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<td>1</td>
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<td>CHAM</td>
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<td>FULANI</td>
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<td>GERMAN</td>
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<td>HUNGARIAN</td>
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<td>0.01</td>
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<td>MALAYALAM</td>
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<td>0.01</td>
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<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>AMOY (A.K.A. FUKIENES)</td>
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</tr>
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<td>ASSAMESE</td>
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<td>MANDARIN</td>
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<td>ONEIDA</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.01</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PTA-issued or related documents (e.g. PTA meetings, Titles I and III Parent Workshop announcements, Parent newsletter)</td>
<td>Translated documents are distributed alongside their English version at appropriate times throughout the year including during PTA meetings and Parent-Teacher Conferences</td>
<td>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.</td>
</tr>
<tr>
<td>2. Open School and PTC conference announcements</td>
<td>1) PTA Meetings TBD</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
3. Invitations to special events (e.g. International festival, school play) and programs (e.g. Title III Enrichment Program)

4. Information regarding academic program choices, standards, requirements and assessments (e.g. New York State graduation requirements and testing schedules)

5. The Parent/Student Handbook

6. 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) PTCs:</td>
<td>TBD</td>
</tr>
<tr>
<td>3) ELL-Specific PTCs:</td>
<td>TBD</td>
</tr>
<tr>
<td>4) Title I Parent Involvement Workshops:</td>
<td>TBD</td>
</tr>
<tr>
<td>5) August and September of each year, and upon enrollment for new admits.</td>
<td></td>
</tr>
<tr>
<td>6) At the end of each marking period</td>
<td></td>
</tr>
<tr>
<td>7) On-going basis</td>
<td></td>
</tr>
<tr>
<td>8) Posted in several places visible all year long. Included in student handbook as well.</td>
<td></td>
</tr>
<tr>
<td>9) At the start of each term. Posted in all department offices.</td>
<td></td>
</tr>
<tr>
<td>10) On-going basis</td>
<td></td>
</tr>
</tbody>
</table>

Our school web-site is translatable.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly PTA Meetings</td>
<td>PTA Meetings TBD</td>
<td>Interpreters, in-house and DOE approved (e.g. The Big Word), are present at all school functions as per language need.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>PTCs: 11/29/18, 11/30/18, 05/07/19, and 05/08/19</td>
<td>Interpreters, in-house and DOE approved (e.g. The Big Word), are present at all school functions as per language need.</td>
</tr>
<tr>
<td></td>
<td>ELL-Specific PTCs: TBD</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Involvement Workshops</td>
<td>Title I Parent Involvement Workshops: TBD</td>
<td>Interpreters, in-house and DOE approved (e.g. The Big Word), are present at all school functions as per language need.</td>
</tr>
<tr>
<td>Annual and Tri-Annual IEP Meetings and Initials</td>
<td>On-going basis</td>
<td>Interpreters, in-house and DOE approved (e.g. The Big Word), are present at all school functions as per language need.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, parents will be contacted via phone master (in preferred language) with multilingual faculty made available to address questions and concerns. Written notifications will be sent home and also posted on the school website, which is translatable.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Training in CR A-663 is provided at the start of each term and all New Teacher meetings throughout the school year. Emails regarding the availability and proper use of the Language Interpretation and Translation Unit are disseminated by the ELL Parent Outreach and Information Specialist on a periodic basis.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 and RCPL ATS reports, student demographics, and translation/interpretation requests. Selected members include, but are not limited to, the ELL Parent Outreach an Information Specialist, the LAC, the ENL 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 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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.