



THE FLUSHING INTERNATIONAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q263
ADDRESS: 144-80 BARCLAY AVE, RM. 324B,
FLUSHING, NY 11355
TELEPHONE: 718-463-2348
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q263 **SCHOOL NAME:** The Flushing International High School

SCHOOL ADDRESS: 144-80 Barclay Ave, Rm. 324B, Flushing, NY 11355

SCHOOL TELEPHONE: 718-463-2348 **FAX:** 718-463-3514

SCHOOL CONTACT PERSON: Joseph Luft **EMAIL ADDRESS:** Jluft3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Kevin Hesseltine

PRINCIPAL: Joseph Luft

UFT CHAPTER LEADER: Erin Dowding

PARENTS' ASSOCIATION PRESIDENT: Yonghong Yang

STUDENT REPRESENTATIVE: Siddiqa Moghal
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** CFN106

NETWORK LEADER: Cyndi Kerr

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: *If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Joseph Luft	*Principal or Designee	
Erin Dowding	*UFT Chapter Chairperson or Designee	
Yonghong Yang	*PA/PTA President or Designated Co-President	
Yonghong Yang	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Dumas	DC 37 Representative, if applicable	
Marlyn Palomino Siddiqa Moghal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Virginia Morales	Member/Parent	
Cindy Zhu	Member/Parent	
Mavila Justiniano	Member/Parent	
Kevin Hesseltine	Member/UFT	
Anthony Finney	Member/UFT	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Flushing International High School (FIHS), one of ten schools affiliated with the Internationals Network for Public Schools, uses a model of instruction known as the Internationals Approach. We are one of schools founded by the Internationals Network for Public Schools in partnership with the Bill and Melinda Gates Foundation and the NYC Department of Education.

Internationals schools adhere to five core precepts: heterogeneous groupings that foster collaboration among peers, experiential project-based learning, language and content integration to facilitate academic language acquisition, localized autonomy and responsibility for teachers to create and develop their own curriculum, and the idea that all learners (faculty and students) experience the same learning model to maximize their ability to support each other. These principles are embedded in all aspects of our structure, pedagogy and operations as detailed below:

All Students are English Language Learners

FIHS accepts students whose native language is one other than English, who have been in the U.S. for fewer than four years and who score at "Beginner" or "Intermediate" on the NYSESLAT exam. For many of our students, FIHS is their first school in the United States.

Our students speak 20 different languages and represent almost 40 nations. Students from the same countries come from a wide range of urban and rural areas where schooling may be limited. Some are refugees or asylum-seekers.

Strong Relationships between Staff and Students

Teachers and students are organized into five interdisciplinary teams of five teachers (English/ESL, social studies, science, math, arts and/or PE teacher) and from 75-100 students. Three of the teams work with 9th and 10th grade students, one with the 11th graders, and one with the 12th graders. All teams group students heterogeneously - 9th and 10th graders, beginners and advanced speakers of English, students with limited education, students with advanced education, students who speak many languages – are all in the same classes. Classes travel together all day and students stay with their teachers for two years. Consequently, teachers and students come to know each other very well.

Interdisciplinary Project-based Instruction

Students at FIHS come to us with a wide range of academic and linguistic needs. We believe that language development is achieved through interdisciplinary content area instruction while working in heterogeneous groups. Learning and language are social constructs and in order to develop language proficiency, students need a sense of purpose, a forum for negotiating meaning with each other, and an opportunity to demonstrate tangible results of their learning. Interdisciplinary student-centered project-based instruction provides scaffolded accessibility for students at different levels of proficiency (including newcomers and students reading proficiently, SIFE students, long term ELLs, and as an

alternative placement to Special Education), while making similar language and content area connections across disciplines. These projects culminate in written and/or oral presentations in order to provide numerous opportunities for our English Language Learners to use language in various settings. A wide range of technology is integrated into all classes thus allowing students to use different modalities to demonstrate what they know and can do.

In addition to developing students' English language skills, we promote native language acquisition and literacy. We have an aging collection of native language books in various languages that range from illustrated children's books to novels and textbooks on a variety of levels. Students complete native language projects in all grades, such as writing native language/English children's books and bilingual brochures about human rights violations in native countries, or about U.S. citizens' rights. The school supports after-school native culture clubs and cultural festivals. The clubs and festivals affirm our students' cultural identity which has proven to support academic development by providing a safe haven for students and a welcoming and orienting community for newcomers.

Internships

FIHS has a comprehensive career internship program for all 12th grade students. Every student must complete a career internship to graduate. Students become aware of future possibilities as they acquire job skills while working in schools, hospitals, courts, museums, law firms, computer labs, CBOs, non-profits, and private enterprise. The internship program takes place during the spring semester of students' senior year and is often cited by students as one of the most significant experiences of their high school years.

One Learning Model for All

Recognizing that everyone in our learning community is continually growing and acquiring new knowledge and skills, our faculty adhere to the same principles that guide our classroom model of instruction. Teachers work collaboratively in teams to plan, differentiate, and scaffold curriculum for all students. At weekly meetings, teachers discuss the progress of their students and analyze data around teaching and learning to better meet the needs of their students.

As part of our ongoing professional development, time is scheduled for teachers to meet to collaboratively plan curriculum as well as attend to the social-emotional needs of students. Teachers also are able to visit one another's classrooms to learn from each another and reflect on practice. Many staff members also participate in intervisitations to other International high schools around the City to learn from experienced colleagues. Our teachers have a great aptitude for reflecting upon their work and making appropriate adjustments. They are skilled at both incorporating feedback into their projects and providing meaningful feedback to one another.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				Student Stability: % of Enrollment					
Grade 1									
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5									
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8				Students in Temporary Housing: Total Number					
Grade 9									
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Recent Immigrants: Total Number					
Ungraded									
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

We are proud to have established a school culture where all stakeholders, whether students or adults, respect one another, collaborate with their peers, and reflect on their own growth. Our school community has fostered high levels of student achievement, a high-quality staff professional development, and a model school which attracts notable interest nationally and internationally. An analysis of our data shows the following:

- In 2008, the last time we were reviewed, we earned a *well-developed* on our School Quality Review. We recently received a school progress report of "B" for the 2009-10 school year and narrowly missed the cut for an "A" by 4.1 points.
- For the past two years, our four-year graduation rate is significantly higher than the City-wide graduation rate for English Language Learners in June 2010, 61% of the graduation cohort graduated in four years (as compared to 36% for ELLs across the City).
- On the 2009-10 Learning Environment Survey we received scores of 8.0 out of 10 for Academic Expectations (an increase of 0.2), 7.4 out of 10 for Communication (and increases of 0.3), 7.6 out of 10 for Engagement (an increase of 0.1), and 8.2 for Safety and Respect (same as previous score), thus contributing 13.9 out of the maximum 15 points toward of 2009-10 NYC Progress Report score. This is especially notable given the cultural and linguistic diversity and heterogeneous nature of our school community.
- Attendance: Our annual attendance rate was 92.6% last year, which represents an increase of 1.7%. Our teachers and other staff work closely with our students and families to maintain this high level of attendance.
- A vibrant and diverse arts program: FIHS employs five full-time arts teachers in drama, studio art, media arts, and music. In addition, students participate in external programs in partnership with arts organizations such as the Queens Museum of Art, Cooper Union Saturday Arts Program, International Center for Photography, MOMA Summer Arts Program, Hofstra University "Documenting Diversity" Summer Film Program.
- Instructional Technology: We have made significant budget allocations to put technology into the hands of our students and staff. Each of our five interdisciplinary instructional teams has a

mobile computer lab with 30 laptop computers. We secured a RESO-A grant to equip each classroom with an interactive “SmartBoard”.

- **Emphasis on Performance-Based Assessments:** Believing that students learn best by doing, all of our teachers use performance-based authentic assessments – evaluating student performance through oral presentations, hands-on projects, digital media projects, role-plays, service projects, and portfolios of work – giving students an opportunity to demonstrate what they know and can do. Particularly for our ELL population, it is important that students have multiple avenues for demonstrating their knowledge. This year, we will be working with the NY Performance Standards Consortium to integrate their performance-based assessment tasks or PBATs into our curriculum, including using these assessments as our formative assessment system in English and math.
- **Emphasis on Interdisciplinary Curriculum Development:** Teachers work in small instructional teams to develop challenging, engaging, interdisciplinary project-based curricula which align with state standards while maintaining the Flushing International High School vision and mission. Student group presentations of an interdisciplinary project are scheduled at least once per year. Within teams, teachers have worked to make the interdisciplinary connections conceptually deeper. Across teams, teachers have developed some standardization in presentation and exhibition so that as seniors, our students are well-prepared to speak about their work and make connections across content areas.
- **Utilization of Data to Inform Instruction:** Our success in meeting the needs of our ELL students comes from the use of data to inform instruction. Intake interviews, progress reports, formal and informal assessments, the use of rubrics and anecdotal data, NYSESLAT scores, Regents scores, projects, and other classroom assessments are consistently analyzed to determine how best to develop and adjust differentiated curriculum to meet our students’ diverse academic and linguistic needs.
- **Support from The Internationals Network for Public Schools (INPS):** As part of INPS, we participate in many joint activities with other IHSs in the city in order to support each other in our work with ELLs. Principals meet monthly to share best practices, discuss policy affecting our schools, and to collaboratively troubleshoot school issues. Teachers across schools meet throughout the year through joint professional development days (3 – 4 annually), online discussion forums, school intervisitations, development of interdisciplinary projects and informal social events. Guidance personnel meet to discuss shared issues and plan joint college fairs and visits.
- **Queens College- *College Now* Program:** We have one of the largest cohorts of students enrolled in the College Now program at Queens College. Over 20 students take college classes for credit in a variety of subjects. Over 40 students participate in the Saturday enrichment program for high school students in math, U.S. History, and English Language Arts. Another 25 students take an English course taught by one of our teachers in an adjunct capacity.
- **Support for the ISTART Program:** We have strategically budgeted to support a new initiative to develop and train teachers in the Internationals Approach. The Internationals Network for Public Schools is collaborating with Long Island University to tailor a TESOL program to meet the demand for teachers skilled in the Internationals Approach. Apprentice teachers are paired with mentor teachers in several International high schools, including FIHS, in order to increase the candidate pool and better prepare future teachers for the expanding number of International High Schools and other programs that serve ELLs.
- **Project CollegeBound:** We are engaged in an ongoing three-year project to increase college access for our students with two community partner organizations; the Coalition of Asian-American Children and Families (CACF) and Asian-Americans for Equality (AAFE). The

collaboration includes parent organizing initiatives, youth leadership development programs, and staff development to increase college access for ELL students.

We point to the above description to demonstrate that we have built a strong foundation for our school during our first four years. As we strive to grow even stronger, we look at the following areas:

1. CREDIT ACCUMULATION FOR RECENT ENGLISH LANGUAGE LEARNERS:

Internal data analysis and the School Progress Report reveal that our newest students, those in 9th and 10th grades are accumulating ten or more credits at lower rates than our more advanced students in 11th and 12th grades. Progress report data show that 81.1% of first year and 84.4% of second year students accumulated ten or more credits. In particular, the humanities classes in English and social studies prove to be the most challenging for new ELL students to a greater degree than courses in the arts, science, or mathematics. For example, 21% of all students failed at least one social studies course while 14% failed English, 12% failed science, and 12% failed math. In order for students to stay on track for graduation, we need to find ways to make students more successful early on in their high school careers.

In terms of Regents exams, the ELA Regents Exam has proven the most difficult exam for our students. Given the aforementioned information regarding language acquisition, this is not surprising since all of our students English language learners. Entering 12th grade for the fall semester this year, 38% of our seniors have passed the ELA Regents with a score of 65 or above while 52% have passed with a score of 55 or above. While we know that our students can meet these challenges, research and our daily experience in the classroom tell us that the barriers are significant and we must work extremely hard to overcome them. We will continue working to design programs and structures to support our students who need additional time to develop their English proficiency and meet all of their graduation requirements.

Research on language acquisition has demonstrated that it takes 5-7 years to acquire academic language proficiency (assuming that a student arrives with the appropriate grade-level education in their native language). Given that students are expected to graduate from high school in four years, we are asking students to accomplish a great deal in a limited period of time. Many of our students arrive in the United States in eighth or ninth grade and have a very short period of time in which to learn English and meet all of the mandated graduation requirements. It is a great challenge for students to learn the required content-area knowledge and skills while they are simultaneously learning English. We focus our professional development on providing support for English language development across the curriculum. At FIHS, we say that everyone is an English teacher. We strongly believe that our instructional model provides students with the greatest opportunity to meet these challenges and successfully graduate from high school. Nonetheless, our students are being required to meet the same graduation standards as monolingual, native English-speaking students.

2. EFFECTIVE USE OF INSTRUCTIONAL TECHNOLOGY: Staff surveys, classroom observations, and curriculum plans reveal that while students use computers and other technology on a regular basis, teachers are still learning how to best integrate technology into our curriculum. While our school has invested significant resources in instructional technology, we have identified the need to increase our investment in professional development to assist staff in incorporating these tools more effectively to support rigorous learning.

3. **COLLEGE ACCESS**: Survey data and advisory activities reveal that many of our students and their families are not well-informed about issues around college access. Students and families require more information about college entrance requirements, the college application process, and financial aid.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals for the 2010-2011 School Year:

1. By June 2011, at least 75% of all 9th and 10th graders will visit at least one college or university this year
2. By June 2011, 90% of teachers will create at least one classroom project integrating instructional technology
3. By June 2011, at least 85% of our students will pass their social studies courses (demonstrating an increase of 6% from last year)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Credit Accumulation/Course Pass Rates

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 85% of our students will pass their social studies courses</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff will identify struggling students early in trimester (October-November) to target students for intervention • Students will be targeted for after-school academic support (Oct-Nov) • “Elective course” will be created for students who need additional support in social studies and some students will be programmed for this course during the regular day (Beginning in September; ongoing) • Parent coordinator and teachers will conduct outreach to families to work as partners in supporting students’ improved performance in social studies classes (ongoing) • Rewards and recognitions will be put in place to recognize students showing improvement in social studies courses (quarterly)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget: Tax levy, Title I, and Title III funds will be used for per session for teachers for after school classes as well as required supplementary materials</p> <p>Staffing/Training: Teachers will work in interdisciplinary teams as well as discipline teams to identify ways to adapt curriculum and implement other instructional interventions. This work will be supported by the administrative team as well as our consultant from the NYC Writing Project.</p>

	<p>Schedule: Intervention classes will be scheduled during elective period and after school</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Increased course pass rates for students in social studies courses</p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 75% of all 9th and 10th graders will visit at least one college or university this year</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Project CollegeBound site coordinator and college advisor will formulate plans and design curriculum for college visits (Sept-Jan) • Project CollegeBound site coordinator and college advisor will work with members of Student Support Liaison (SSL) committee to assist teachers and students in planning college visits (ongoing) • Monthly planning meetings will Project CollegeBound site coordinator and college advisor, assistant principal, and principal to measure progress and modify action plan as needed • 9th/10th grade interdisciplinary teams will integrate college/career planning into advisory plans for 2010-2011 school year
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget: Grant funds from Project CollegeBound (funded by the Deutsche Bank Foundation through the Coalition for Asian American Children and Families) will cover the costs of transportation, food, and materials for college visits Tax levy funds will pay for per session for teachers to develop advisory curriculum to support college visits to increase college access</p> <p>Staffing/Training: Internal training will be provided for teacher/advisors by our college advisor, site coordinator for Project CollegeBound</p> <p>Schedule: Planning will occur during bi-weekly committee meetings as well as during weekly interdisciplinary team meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Attendance from college visits for all 9th and 10th graders • Curriculum binder of advisory materials and lessons for increasing college access • Project CollegeBound student surveys of 10th grade students will reveal increased levels of knowledge about college readiness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers will create at least one classroom project integrating instructional technology</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development committee identifies staff technology training needs through staff survey (Oct-Nov) Plan and implement professional development workshops based on survey results (ongoing)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Budget Tax levy and Title III funds for per session for professional development workshops NYSTL hardware and software funds to upgrade current technology/software RESO-A funds from City Councilman Peter Koo to upgrade existing laptop carts</p> <p>Staffing/Training: Interdisciplinary team technology trainings (September) Schedule periodic training workshops for remainder of the year (November) Workshops (November-May)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agenda/sign-in sheets from professional development workshops (monthly) Collection of curriculum intergrating technology from teachers across the school (ongoing)</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	100	100	100	100	100	n/a	100	n/a
10	118	118	118	118	118	n/a	118	n/a
11	90	90	90	90	90	n/a	90	n/a
12	93	93	93	93	93	n/a	93	n/a

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Recent immigrant English Language Learners receive after- and before- school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes. • Students’ language is developed in all content areas classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now, musical ensemble, Science Challenge, Writing Center, Yearbook, Multicultural Student Squad, Tech Squad.
Mathematics:	<ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after- school tutoring is provided for the most recent immigrant ELL students. • All students who require extra support for the Math A Regents exam receive before- and after- school Regents prep.
Science:	<ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after-school tutoring for our most recent immigrant ELL students. • Students who require additional preparation for the Living Environment Regents exam will receive small group tutoring before or after school. • Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school opportunities for students are offered for students who need additional support in completing mandated Regents lab experiments. • Some students also receive one additional lab support period each week.
Social Studies:	<ul style="list-style-type: none"> • All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. • Before- and after-school tutoring for our most recent immigrant ELL students. • Students who require additional preparation for the Global Studies and United States History Regents exam will receive small group tutoring before or after school as needed.

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school • Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success (before and after school and during lunch).
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Small group and individual counseling available as needed.
At-risk Health-related Services:	<ul style="list-style-type: none"> • Provided by guidance counselor, social workers, and teaching staff, including condom availability and individual counseling on health-related issues. • Health topics are also an integral part of the school's advisory program. • School nurse also provides health-related services

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ✱ We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 _____ Number of Students to be served: 351 LEP 61 Non-LEP

Number of Teachers 9 _____ Other Staff (Specify) Bilingual Social Workers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Flushing International High School serves a population of new immigrant ELLs, who have lived in the United States less than four years and have been identified as LEP at the time of admission. Our students' academic career includes a 9/10 grade interdisciplinary instructional team, an 11th grade interdisciplinary instructional team, and a 12th grade interdisciplinary instructional team which includes a 12-week career internship. Every student takes English, social studies, math, science, art/music/drama, and physical education.

Supplemental Title III Instructional Program:

The Title III program provides English Language Learners with supplemental instruction in our Extended School Initiatives. The instructional programs will service ELLs in mixed grades of high school students who score at the Beginning, Intermediate, and Advanced levels on the NYSESLAT. Teachers will be paid per session rate:

Saturday “Explorers” Program: New ELL students and those identified as SIFE will be encouraged to participate in the Saturday Explorers program on Saturdays twice a month. This program is a field-based learning experience for students incorporating visits to cultural, educational, and recreational sites around New York City. Sites to be visited include the Queens Hall of Science, Queens Museum of Art, and the New York Aquarium. Hands-on literacy activities will be designed for each site visit. These Saturday sessions students will receive supplementary academic and literacy instruction from an interdisciplinary group of teachers, including an ESL teacher. Students will also write about their experiences using a website created by the program instructors. Two teachers (two ESL teachers) will supervise and instruct a small group of approximately 15-20 students for 4-5 hours on a Saturday morning from 10:00-2:00/3:00. The program will run from November through May. Students will be provided with Metrocards to ride the subway or bus to and from these program sessions.

Before/After School Academic Program for ELLs:

Each of our five interdisciplinary instructional teams, which include at least one ESL teacher, organizes before-school and after-school academic instructional support for at risk ELLs. Teachers will work collaboratively on a rotational basis in which ESL teachers will work together with content-area teachers in a team teaching model, to improve student achievement. The content areas teachers (ELA, Math, Science and Social Studies) will team teach with the ESL teacher. Direct instruction will seek to accelerate students' academic language development and academic achievement in the content areas. These sessions will take place either in the morning before school from 8:00-8:40 or after school, usually from 3:30-4:30/5:00. Each team sets a different schedule for its students so the exact schedule will vary from team to team. This program will be offered October-May, for 26 weeks. The number of ELLs in this program is 50 students.

Materials purchased for this program will include native language books to support content area learning in the native language. The amount of \$5,000 for supplementary native language books in biology, global history, and U.S. History will be used to purchase materials for this Title III program, including books from National Geographic, AMSCO, China Sprout, etc. The native language content area books will be used in the Title III program to expose students to supplemental reading in native language for enrichment and also to enable them to access content in their native

language. At risk students, including SIFE and Long Term ELLs will develop literacy skills in native language and in English, and be able to better access content area knowledge and concepts. In addition, NYSESLAT test preparation materials purchased from Continental Press will be used for supplemental ESL instruction.

Girls Literature Reading Group:

Female ELL students (approximately 12) will participate in a weekly after-school reading group in order to increase their reading proficiency in English. A dozen students will be enrolled in this class which is taught by a dual-certified Social Studies/ESL teacher. The class will meet on Thursday afternoons from 3:30-4:30 for 20 weeks starting in December and ending in May. Reading group materials will be at no cost to Title III.

Instructional supplies for each Title III class will include: notebooks, chart paper, markers, pens, binders, etc.

Parent/Family Workshops:

The school social worker, guidance counselor, and teachers (two teachers at no cost to Title III) will collaborate on a series of workshops designed to meet the academic and social-emotional needs of our students and their families. Workshop topics will be developed in conjunction with our school's parent leadership. Topics will include college readiness, planning for academic success, and family separation. These workshops will take place in the evening each month for two and a half hours each. Interpretation services and refreshments will also be provided for all workshops and funded with Title I funds. Each monthly workshop will serve up to 50 individual family members of our students. The timeline of workshops is from November through May.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers attend weekly professional development meetings of their interdisciplinary instructional teams in order to work on curriculum development tailored to the needs of our all-ELL student population. Monthly and weekly professional development for teachers in all subject areas is focused on integrating ESL methodologies and support for students' language development. Professional development is offered by both ESL licensed teachers as well as teachers in the content areas with extensive experience and training in working with English Language Learners. Specifically, in 2009-10 we are continuing a school-wide focus begun last year to improve writing instruction in all content areas. Each discipline group of teachers is participating in a year-long inquiry project to examine an aspect of writing instruction. Inquiry groups meet bi-weekly and also participate in school-wide professional development twice monthly. This work is supported by the school's full-time teacher-consultant from the New York City Writing Project as well as administration. Staff also participates in joint staff development activities with the staffs of the nine other International High Schools in New York City through our partner organization, the Internationals Network for Public Schools.

Title III Professional Development

New York City Writing Project Course: This year's professional development course will be led by a teacher-consultant from the New York City Writing Project, an affiliate of the National Writing Project, which has a 35 year history of successful professional development in public schools in all 50 states across the U.S. The course will meet on five Saturdays during the spring semester for four three-hour sessions beginning in February.

The focus of this year’s course will be on examining ELL students’ writing in order to develop instructional strategies that lead to gains in writing proficiency by ELL students. Title III teachers involved in the programs described above will be participating in this professional development course.

A group of teachers, including science and social studies teacher and ESL teachers will collaborate to enrich and modify curriculum for SIFE and Long Term students in the Title III program during the Spring semester, (30 hours per session for 3 teachers, after school, for 10 weeks, April 2010-May 2010.

Section III. Title III Budget

Form TIII – A (1)(b)

School: 25Q263 BEDS Code: 342500011263

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	36,361	<ul style="list-style-type: none"> • Per Session for teachers for After-School Program for ELL Students <ul style="list-style-type: none"> ○ 10 teachers (5 ESL+5 Content-Area Teachers) X 2 hours/week X 26 weeks x 49,89 (\$25,942.80) • Per session for teacher for after-school Girls Literature Reading Group <ul style="list-style-type: none"> ○ 1 ESL certified teacher X 1 hour/week X 20 weeks x 49.89 (\$997.80) • Per Session for teachers for Saturday “Explorers” program for SIFE and low-literacy students <ul style="list-style-type: none"> ○ 2 (1 ESL certified and one content area)teachers X 4 hours X 10 trips (\$3,991.20)

		<ul style="list-style-type: none"> Per Session for social worker for parent workshops on social/emotional needs of immigrant students <ul style="list-style-type: none"> 1 S.W. X 2.5 hours X 7 workshops (\$938.53) Teacher per session rate for attending NYCWP course <ul style="list-style-type: none"> 5 teachers X 12 hours x 49.89 (Total 60 hours = \$2,993.40) <p>3 teachers x 10 per session hours x \$49.89 = 1497</p>
<ul style="list-style-type: none"> Purchased services High quality staff and curriculum development contracts. 	\$ 6,400	<ul style="list-style-type: none"> NYC Writing Project Course for teachers (\$15,000) Consultant fees (five 4-hour sessions)
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	7099	<p>\$ 5,000 Supplementary English and native language books in biology, global history, and U.S. History for Title III program (AMSCO, China Sprout, National Geographic, etc.)</p> <p>\$999 Instructional supplies for each Title III class, including: notebooks, chart paper, markers, pens, binders, etc.</p> <p>NYSESLAT test preparation materials: \$550each, 2 class sets, grades 9-12 from Continental Press -\$ 1100</p>
Educational Software (Object Code 199)		
Travel	\$1,400	<ul style="list-style-type: none"> Admission fees for students for Saturday “Explorers” program <ul style="list-style-type: none"> 10 Saturdays x \$10.00 per student (\$1,400) (Queens Hall of Science, Queens Museum of Art, and the New York Aquarium, and other museums and cultural sites in NYC).
Other		
TOTAL	\$51,260	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All of our students are recent immigrant English Language Learners and almost all of their parents or guardians are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication. We also surveyed our students and parents to find out in which language they would like all written and oral communication from the school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Survey results, both formal and informal, show that all families require oral and written communication in their native languages and English.

Part B: Strategies and Activities

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

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence in Arabic, Bengali, Chinese, French, Haitian-Creole, Russian, Spanish, and Urdu including:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Thanksgiving Feast, Annual Awards Ceremony, arts performances and exhibitions)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and attendance
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Because we have identified the need to have interpretation services for some students and their families, we have hired many bilingual and trilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school

We also have a Senior Council, made up of students in their fourth year, and an active alumni network that assists us in providing interpretation services at school events.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All of the above strategies meet Chancellor's Regulations. We will continue to incorporate additional strategies as we develop them or as we learn of them from other sources.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

1. *The Flushing International High School* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA):
 - a. Collaborate with the officers and members of the Flushing International High School (FIHS) Family Association and Parent Coordinator to conduct a needs analysis of parents/guardians of FIHS students.
 - b. Design and implement a plan of action for parental involvement based on needs identified by this needs analysis.
 - c. Involve parents/guardians in the decision about how the Title I, Part a funds reserved for parental involvement are spent.
2. *The Flushing International High School* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a. Hold regular meetings of the FIHS Family Association to jointly address areas of concern regarding student achievement at the FIHS.
 - b. Involve parents/guardians of FIHS students in the creation and review of the annual Comprehensive Educational Plan (CEP).
3. *The Flushing International High School* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. The evaluation of the parental involvement will consist of several components including written surveys/questionnaires and publicly advertised, open meetings of the FIHS Family Association.

- b. The evaluation of parental involvement will be coordinated by the FIHS Parent Coordinator, President of the FIHS Family Association, and the FIHS Principal.
 - c. Parents will be asked to provide feedback on the school’s parental involvement policy as well as provide future direction for the revision and continued implementation of this policy. Parents will also take leadership roles in the revision and implementation of the policy through the Family Association and volunteer opportunities at the school.
4. *The Flushing International High School* will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the activities described below:
- a. Each year, FIHS will provide several opportunities for parents/guardians to attend a Family Orientation session to review the school’s academic program and how it meets or exceeds the State’s academic content standards as well as State’s student academic achievement standards. Each student studies on an interdisciplinary, instructional team. This orientation and subsequent meetings of the FIHS Family Association will provide workshops on understanding students’ quarterly Progress Reports and Report Cards. Workshops will also include specific strategies for parents/guardians to work effectively in a mutually supportive way with FIHS teachers and staff. These teams will work with the FIHS Parent Coordinator to provide this orientation to parents/guardians.
5. *The Flushing International High School* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- a. providing English as a Second Language (ESL) classes for parents/guardians
 - b. providing computer technology workshops for parents/guardians
 - c. conducting workshops on supporting students native language development
 - d. involving family members in school special events and off-site learning experiences such as educational visits to museums and cultural organizations
6. *The Flushing International High School* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by the strategies and activities described elsewhere in this documents including:
- a. Working closely with the FIHS Parent Coordinator to design and implement the parent involvement policy
 - b. Working closely with the FIHS Family Association officers and members
 - c. Conducting regularly scheduled meetings of the FIHS Family Association
 - d. Providing parent orientation sessions for all families each year
 - e. Providing forums for discussion between teacher and parents/guardians
 - f. Regularly scheduled parent-teacher conferences to discuss students’ academic progress
7. *The Flushing International High School* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- a. FIHS will provide all major notices to parents/guardians in the major native languages spoke in the homes of our students. This includes written notices or announcements as well as public workshops/meetings at which significant numbers of parents/guardians are present.
- b. FIHS will utilize internal staff resources for translation/interpretation services in as many languages as possible. FIHS will endeavor to utilize external translation/interpretation services available from the NYC Department of Education as well as local community organizations.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A.

This policy is adopted by *The Flushing International High School* on will be in effect for the 2010-11 academic year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 8, 2010.

Principal's Signature: Joseph Luft

Parent Compact

- ***What is the mission of the Flushing International High School?***

The mission of the Flushing International High School is to develop in each of our new learners of English the linguistic, cognitive and cultural skills necessary for informed and creative participation in our diverse society.

- ***How is FIHS fulfilling its responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment to enable students to meet the State's student performance standards?***

Flushing International High School uses its own teacher-generated curriculum which has been aligned to the State standards. These standards outline all the skills and content that the State Education Department has determined that all high school students should learn. In other words, the skills and content that the state requires are taught and covered in our curriculum. Our curriculum is project-based, which means that students produce a product such as a lab report, a research paper, a literary essay or a math project as a result of the learning done in a given class.

The Social Studies, Science, Math, and English curriculum are organized two ways. First, there are three thematic teaching groups (called teams) in which these four disciplines are organized. In these teams, the theme connects all three subjects. These teams are based on curricular themes that revolve around their names. Our current teams are Evolution/Revolution, Connections, Future Horizons, and Endeavor, Engage, Excel.

To graduate from FIHS, students need to pass a senior portfolio presentation and to have four years of the appropriate high school credits. In addition, all FIHS students are required to pass five Regents exams (English, Biology, Mathematics A, American History and Global Studies) and successfully complete an internship for academic credit.

For some students who are new immigrants to the United States, it may take longer than four years to graduate from FIHS. Whenever a student who has recently arrived in the U.S. does not pass a class solely on the basis of a low level of English, he/she will receive an N.E. grade. This "New Entry" grade does not award the student credits, but also does not negatively affect a student's grade point average.

The instruction at FIHS is student centered and project-based. By doing projects, performing experiments, acting in a role-play, or researching a phenomenon students learn skills and content and about themselves. The teacher's main role is to be a facilitator. The teachers make sure that students are focused on the task at hand, while the students are experiencing learning firsthand.

Classes at FIHS are small. They have between 20 and 27 students. Most classes are over 60 minutes to allow students to maximize what they can experience in a given class. Three or four teachers teach the same 75-85 students each day. This allows teachers to get to know their students and to work together to best teach and support these students. Students often work in groups. These groups are designed to help them to learn English better, a particular topic or skill and/or to get to know and work with others.

FIHS also emphasizes collaborative work. The school culture encourages students to appreciate diversity. Many of the projects that students do are done in groups. This group-work allows the students to speak and learn through their teachers and their peers. Small group and full class discussions help students to understand each other's opinions and discourages intolerance. In advisory classes, students write journals in which they are asked to explore their own value systems and those of their classmates. In all classes and school activities, students are learning how to get along in groups and often make friends across cultures, races and religions.

- ***What are the parents' of FIHS students' responsibilities in terms of supporting their children's learning?***

Parents play an essential part in the education of students at FIHS. Their support of their children and of the school is vital to its very success. Parents are involved in their children's learning as partners with the school staff. It is important for parents to monitor their children's attendance, discuss school and schoolwork with their children, and visit with teachers and participate in school functions and events.

An important part of the parent's responsibility is to ensure that a child arrives to school on time each and every day that he/she is well enough to come. In the event of illness or in an emergency, parents inform the school in writing of the reason for the absence. FIHS staff will inform parents of latenesses and absences on a daily basis but it is the parents play the key role in ensuring students' regular attendance at school.

FIHS parents talk to their children about school and what they have learned. Parents ask their children about homework assigned and check to see that it was completed. FIHS parents discuss with their children events at school, teachers and the work that they are doing in class. If parents have questions about a particular project or assignment, they can call the school. Whenever they need homework help, they can call the U.F.T. (teachers' union) Homework Help Hotline at (212) 777-3380 which has help in many different languages.

Parents can support their children's learning. By providing their children with a quiet place and time for studying, parents help to create an environment at home that encourages studying and learning. Parents can also help their children by supporting Native Language learning. Not only do parents speak to their children in their native languages, they can also provide reading and writing opportunities in that language. Parents can model for their children by reading to them. Parents of FIHS students also help reinforce the positive values and social attitudes that are encouraged in school. Being the role models that they are, FIHS parents support their children by spending time with them.

FIHS parents come to parent-teacher conferences to meet with teachers to discuss their children's progress. Parents also come to school to meet with teachers of principals at other times when the need arises. Many parents come to special events and cultural functions.

It is the parent's responsibility to make sure that their children are provided with the basic necessities needed in order to function in school. Parents make sure that their children come to school clean, dressed properly and healthy.

- ***How is the essential on-going communication between school staff and parents maintained?***

The partnership between parents and school staff is vital to FIHS's success. Communication is the key to this partnership. Because Flushing International's parent population is extremely diverse in terms of both culture and language, they are not especially easy to reach. Both written and oral communication in English and other languages need to be used in order to reach FIHS parents.

Parents can call the school and the school makes every effort to find an interpreter who speaks the language of the family. Teachers and staff members at FIHS speak many languages and it is often fairly easy to get an interpreter. Parents can also access interpreters over the telephone by calling the Department of Education's Office of Translation and Interpretation or by contacting our school's parent coordinator who can assist with these services.

At the start of a child's education at FIHS, parents and students are encouraged to attend an orientation. At the orientation, students and parents get to meet with faculty and experience a sample class. Parents are given information-often in several languages-about school policies. Parents are also encouraged to join the parent association.

Throughout the entire school year, teachers call parents (and sometimes parents call teachers) to discuss student progress. Sometimes, parents are asked to come in for a visit to discuss a particular concern with teachers, counselors and/or administrators.

Twice a year, parents are invited to meet with all of their children's teachers at Parent/Teacher Conferences. It is during these two days, that teachers and parents discuss student performance, progress and needs. Often, progress reports are given out at these meetings. If a student is to receive a progress report but his/her parents do not come to the Conferences, his/her progress report will be mailed to the parents. The progress report describes a student's progress and areas in need of improvement.

Four times a year, parents are given their children's report cards. Report cards from FIHS include grades, simple ratings and narrative descriptions which all describe a student's academic performance. It is important for parents to pick up the report cards up in person so they can speak to their child's teachers.

During the year parents are invited to events. Parents are also repeatedly encouraged to participate in the parent association.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The school leadership conducts a needs assessment every year. They consult the following sources of data;

- a. School Report Card
- b. School Quality Review

- c. School Progress Report
- d. Scholarship Reports
- e. Student Progress Reports
- f. Student Portfolios
- g. Student Work
- h. Programmatic and Instructional Goals
- i. Observations and Self-Reports
- j. Attendance and Graduation data
- k. Other ARIS data

Please see Section III: School Profile, Section IV: Needs Assessment, and Appendix 1B: Description of Academic Intervention Services. In addition, FIHS will continue to monitor students who have still to meet the State's proficient and advanced levels of student academic achievement and will offer them a wide range of additional support in the appropriate content areas through before- and after-school support as well as push-in support. In addition, students' advisors, social workers, and guidance counselors will meet regularly with students who are not making adequate progress.

Teachers at FIHS work closely together to design curriculum that meets the needs of all students. Please see Appendix 1E: Language Instruction for Limited English Proficient and Immigrant Students for further information.

All of our students are from historically underserved populations. Immigrants in New York City graduate at a much lower rate than native born students. Our students, however, far exceed not only that rate, but the graduation rate for all students in New York City.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please see Section III: School Profile, Section IV: Needs Assessment, and Appendix 1B: Description of Academic Intervention Services. In addition, FIHS will continue to monitor students who have still to meet the State's proficient and advanced levels of student academic achievement and will offer them a wide range of additional support in the appropriate content areas through before- and after-school support as well as push-in support. In addition, students' advisors, social workers, and guidance counselors will meet regularly with students who are not making adequate progress.

Teachers at FIHS work closely together to design curriculum that meets the needs of all students. Please see Appendix 1E: Language Instruction for Limited English Proficient and Immigrant Students for further information.

All of our students are from historically underserved populations. Immigrants in New York City graduate at a much lower rate than native born students. Our students, however, far exceed not only that rate, but the graduation rate for all students in New York City.

3. Instruction by highly qualified staff.

All except two of our teachers are highly qualified according to our BEDS survey. Both are fully certified and highly experienced teachers who are currently teaching courses in harder-to-staff areas; chemistry and physics. Our chemistry teacher is a licensed science and biology teacher who will begin taking coursework for additional an additional chemistry credential by the summer or fall. Our physics teacher is a licensed mathematics teacher who will begin taking coursework for additional an additional chemistry credential by the summer or fall.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Teachers at the Flushing International engage in a wide-range of professional development activities both in and out of school. In addition to the activities described in Appendix 1E, teachers attend QTEL training, present at and participate in meetings of their professional organizations, and attend a variety of DOE professional development activities. The principal is actively engaged in professional development through the Children First Network 106 and the Internationals Network for Public Schools.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

FIHS selects its teachers through the DOE's Open Market system. Because the school serves recent immigrants, we try to hire teachers with knowledge of a second language, experience living in another country, and/or ESL training as well as excellent content area knowledge. Many of our new teachers are referred to us by our current teachers or come to us through our I-START program which places full-time teaching apprentices with mentor teachers. The I-START program is a collaboration between the NYC Department of Education, the Teaching Fellows Program, Long Island University, and Internationals Network for Public Schools. The interview process is time-tested and extensive and we are proud that all of our teachers are both highly qualified and high quality as demonstrated by our results.

6. Strategies to increase parental involvement through means such as family literacy services.

The school's staff, including the parent coordinator, social worker, family worker, administrators, and teachers, offer a wide range of informative programs every year that draw an average of 10-15 families to each meeting. These workshops and events are planned jointly by the Parents Coordinator and the officers of our PTA.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school is structured to include teachers in decision making at all levels. Teachers work in instructional teams that meet weekly to consider data, plan curriculum, and assess the result of their week's work. Each interdisciplinary team has a representative on the school's professional development committee that meets bi-weekly with the principal. Each instructional team also has a team leader who meets weekly with the principal and with other team leaders to share best practices. This year for the first time, the school uses a DY0 formative assessment system created the New York Performance Standards Consortium.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Instructional teams consist of five teachers who work with 75-100 students for a full year. Consequently, teachers know their students well. Each team meets weekly with their guidance counselor or social worker to review student progress. When a student is flagged as not making appropriate progress, the team holds a conference with the student and a plan for improvement is made. Depending on the problem, families are notified and invited to meet with the team so that they become part of the solution. Each student also has a teacher-advisor who generally serves as the first point of contact for that particular student. Students are monitored carefully and interventions are adapted to meet their needs. Interventions can include before and after-school tutoring, peer tutoring, referral to the writing center, assistance from the push-in literacy teacher, and/or additional assignments. See in addition Appendix 1B.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our advisory program is the base of our support network for students across the school and all students are assigned to an advisory group with a small student/teacher ratio. Violence prevention and nutrition programs have been folded into our advisory class. Topics like nutrition, body image, drugs/alcohol, dating/relationships, tolerance/violence prevention are explored and discussed in this bi-weekly class. Our school social workers and guidance counselors play important roles in supporting our advisory program. We also bring in community partners to support the advisory program and periodic special events such as our annual health fair that focuses on physical and mental health issues that our students and their families are facing.

All of our students also complete career-based internships in 12th grade. Students participate in a wide variety of internships that provide exposure to career opportunities as well as an experience of working and communicating and a professional environment with native English speaking adults, thus providing additional opportunities for language development.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <input checked="" type="checkbox"/>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <input checked="" type="checkbox"/> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <input checked="" type="checkbox"/>	Page #(s)
Title I, Part A (Basic)	Federal	X			\$278,427		
Title I, Part A (ARRA)	Federal	X			\$6,589		
Title II, Part A	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	X			\$28,528		
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)

We currently have no students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
 - **Before/After School Tutoring:** small groups of students receive assistance in completing content area assignments and projects from faculty and student peer tutors twice weekly, either before or after school, 60 minutes each meeting
 - **Explorer's Club:** experiential learning trips with literacy components for small groups of students two Saturdays per month
 - **Writing Center:** twice weekly, any student in school has the option to utilize this "drop-in" center where teachers and other students assist kids who struggle with their writing.
 - **Counseling:** weekly counseling sessions with the 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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Flushing International High School					
District:	25	DBN:	25Q263	School		342500011263

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.8	90.9	92.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	90	94	101				
Grade 10	105	112	117				
Grade 11	90	95	89				
Grade 12	108	92	93				
Ungraded	0	0	0				
Total	393	393	400				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.8	93.5	86.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	83.4	92.3	92.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	82	0

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	94	91	82

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	17	7	22
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	5	4
Number all others	4	2	6				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	27	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	5
# receiving ESL services only	348	382	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	0	2	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	9	11	54	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	24.0	51.9	74.1
				% more than 5 years teaching anywhere	20.0	29.6	48.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	89.0	85.2
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	88.8	86.2	90.8
Black or African American	1.8	1.5	1.0				
Hispanic or Latino	57.5	49.1	42.0				
Asian or Native Hawaiian/Other Pacific	39.7	48.1	55.0				
White	1.0	0.8	2.0				
Male	51.4	57.3	55.3				
Female	48.6	42.7	44.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	70
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				X	X	
Economically Disadvantaged				X	v	
Student groups making				1	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	64.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	13.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	11.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	39.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 106	District 25	School Number 263	School Name Flushing Int'l HS
Principal Joseph Luft		Assistant Principal Lara Evangelista	
Coach Grace Raffaele		Coach	
Teacher/Subject Area Erin Dowding - ESL		Guidance Counselor Toni Mendoza	
Teacher/Subject Area Katie Strauss - ESL		Parent type here	
Teacher/Subject Area Virginia Benayoun		Parent Coordinator Yessenia Ortiz-Gavilanes	
Related Service Provider None		Other type here	
Network Leader Cyndi Kerr		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	9	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	412	Total Number of ELLs	351	ELLs as Share of Total Student Population (%)	85.19%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All students admitted to The Flushing International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first interviewed by our Guidance Counselor, Toni Mendoza, who is also a certified ESL teacher. Toni administers the HLIS with the assistance of the parent coordinator, Yessenia Ortiz-Gavilanes, in their native language (if available), and then take the LAB-R within ten days of admission. Certified ESL pedagogues, Erin Dowding or Katie Strauss, administer the LAB-R. Our Assistant Principal, Lara Evangelista, monitors the intake process including the administration of the LAB-R and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students' native languages including, Spanish, Mandarin, and Korean. In other instances, we utilize the NYC DOE's Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Lara Evangelista works with all of our ESL teachers to ensure that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

2. The Guidance Counselor who is a certified ESL teacher, Toni Mendoza, and the Parent Coordinator, Yessenia Ortiz-Gavilanes, are responsible for taking the following steps:

- All parents are invited to attend any of a series of meetings to view the video, receive the brochure and ask questions about the options. Staff members who speak the native languages of our families are available for translation and/or we utilize DOE interpretation support. An administrator attends the meetings.
- After completion of the HLIS and an introduction to our school, Parents of newly enrolled students are offered the opportunity to see the video and are given a brochure, in the appropriate native language if available, when they enroll their child. A staff member who speaks the family's native language is available to answer questions. The guidance counselor or other ESL teacher are also available for questions. Once questions have been satisfactorily answered, parents complete the Program Choice forms.

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. The Assistant Principal, Lara Evangelista, routinely analyzes our Parent Choice Forms for such trends.

3. As Program Selection forms are submitted, copies are made and filed in students' guidance folders. Copies are kept in a folder in the main office. A check-list of all students is kept in the folder and students are checked off to ensure that the Program Selection forms are returned. The Assistant Principal periodically reviews the folder to make sure that it is complete. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

Toni Mendoza, our guidance counselor and ESL-certified teacher, with the assistance of Parent Coordinator Yessenia Ortiz-Gavilanes, give parents the entitlement letter upon receiving the completed Parent Choice Form. The student is then immediately placed in the proper program. The assistant principal and Toni, with assistance from Yessenia, ensure that continuous entitlement letters are sent home in subsequent years.

4. Our schools use a language development model, the Internationals Approach, which is classified as an ESL instructional program by

the DOE. We place our students in our ESL program based on our parents request through the Program Selection Forms; consequently, all of our ELLs are in an ESL instructional program.

Our school attempts to hire personnel – professional, para-professional, and clerical – who speak the native languages of our students. If the person who speaks the native language is not a professional, he or she will translate for a professional. In addition, we use the Department of Education’s translation/interpretation services to communicate with our parents in writing in their native languages. If parents request a program change, they can meet with the administration to discuss it through the use of these interpreters.

5. Our schools use a language development model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have overwhelmingly requested Free-Standing ESL.

6. The program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	82	115	80	74	351
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	82	115	80	74	351

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	351	Newcomers (ELLs receiving service 0-3 years)	264	Special Education	6
SIFE	54	ELLs receiving service 4-6 years	83	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	265	32	5	82	21	0	4	1	1	351
Total	265	32	5	82	21	0	4	1	1	351

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										32	40	35	43	150
Chinese										52	59	31	20	162
Russian										1	0	0	0	1
Bengali										0	0	2	3	5
Urdu										1	0	0	2	3
Arabic										2	1	0	0	3
Haitian										1	0	0	0	1
French										0	0	0	1	1
Korean										3	2	5	4	14
Punjabi										0	0	0	1	1
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										4	5	5	1	15
TOTAL	0	96	107	78	75	356								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75-100 students. While teachers are responsible for teaching their own individual classes, they plan curriculum jointly and occasionally team teach classes as well.

b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are on three distinct interdisciplinary instructional teams while 11th and 12th grade students are on distinct instructional teams. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project or learning activity. Teachers also use these blocks to take advantage of learning opportunities outside the building at such places as museums, cultural organizations, and other community organizations.

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year through the teachers on their team. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained extensively in language development and ESL methodologies through a variety of mechanisms which are outlined below.

3. All students take math, science, social studies, arts, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs.

Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that develop both language and content knowledge simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year.

4. Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all eleven International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level,

age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

- Layered Curriculum – students have a wide array of choices for completing activities that lead to understanding of a particular content theme or topic; project choices incorporate a wide range of learning styles and “intelligences.”
- Leveled Reading Materials – students can study the same topics and concepts but explore them at their varied reading levels; we have literature as well as textbooks at multiple reading levels.
- Jigsaw Readings – readings covering a class topic are divided among students so that all are reading text at their level; students must then “jigsaw” and meet with students who have read different text and share their knowledge orally, then collectively answer question about the material presented through all of the text.
- Collaborative Group Work on Projects – students working together on group projects complete different aspects of the task according to either their skill level, linguistic level or personal preference; all are given a pivotal role geared toward their strengths so that all may be successful and contribute to the completion of the project.

a. We have found that many students that are labeled SIFE in ATS seem to be mislabeled, since some of these have been some of our highest achieving students. Therefore, through our internal interview and assessment process, we make sure to identify any SIFE student that will need additional support. In all content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. During a twice weekly targeted intervention period, our SIFE students work with a certified ESL teacher on their team for additional support.

b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers may also participate in our Explorer's Club, a series of excursions to cultural institutions throughout NYC with companion literacy activities focusing on developing verbal and written skills.

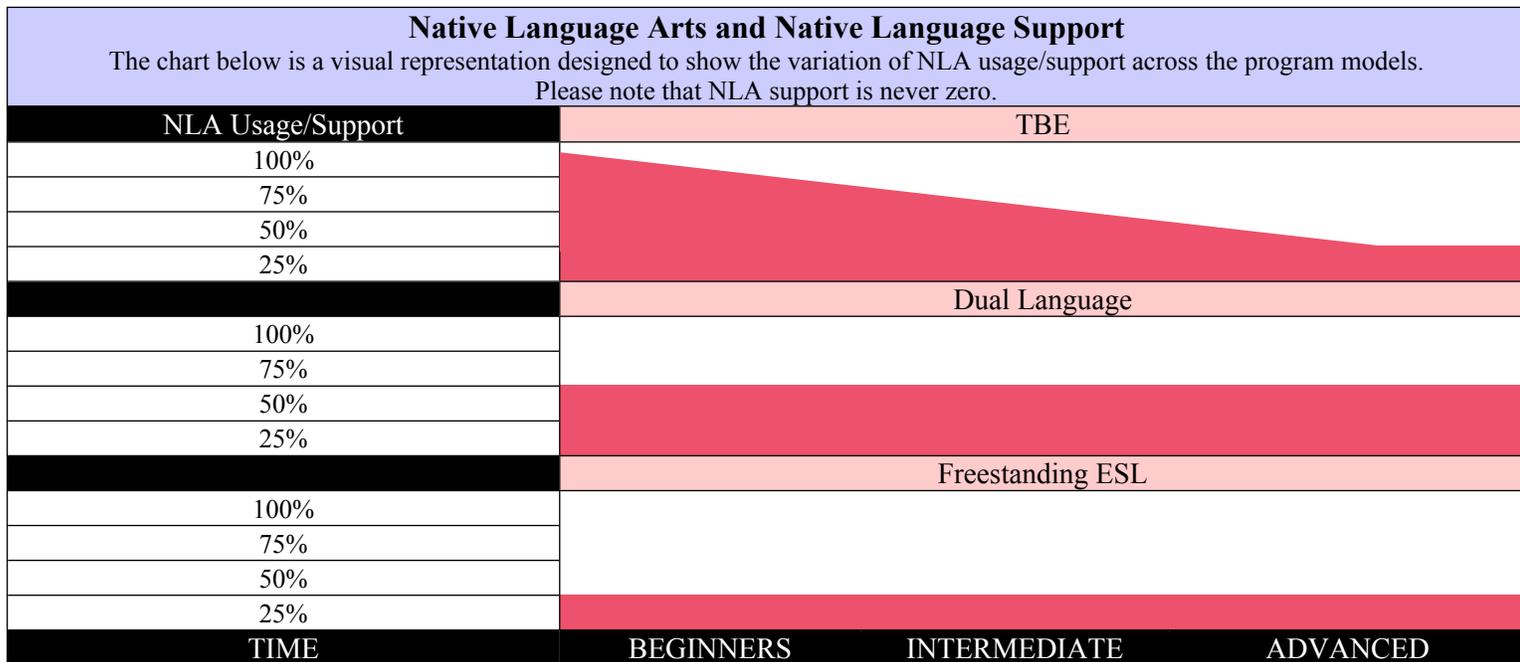
c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

d. Long-Term ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Long-term ELLs receive support in our Senior Institute Seminars, a class that meets three times per week and is geared towards helping these students make up missing credits or preparing for the specific Regents examinations they have not yet passed.

e. ELLs identified as special needs are accommodated per the mandates of their IEPs, which in most cases involves a collaborative team teaching model. These students are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Our special education teacher pushes in to these classes and works individually and in small groups with these students 4 periods a week during targeted intervention periods. In addition, the special education teacher works with teachers to further scaffold the curriculum to meet these students individual needs and goals. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

5. All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the "Internationals Approach" in all of them:

- Sustained Silent Reading (SSR) program: 2x a week younger ELLs are programmed for a regular reading period in which they are assisted in choosing appropriate texts and supported in their independent reading.
- Saturday Explorer's Club – Twice monthly, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
- Intensive Senior Institute Seminar, Global – Basic language and literacy skills are integrated into this seminar that struggling older ELLs are mandated for. This class meets 3x a week and is taught in English.
- Intensive Senior Institute Seminar, Math – Students struggling with basic math and numeracy are mandated for this course that meets 3x a week. This class is taught in English.
- Intensive Senior Institute Seminar, US History – Basic language and literacy skills are integrated into this seminar that struggling older ELLs are mandated for. This class meets 3x a week and is taught in English.
- Intensive Senior Institute Seminar, Living Environment – Basic language and literacy skills are integrated into this seminar that struggling older ELLs are mandated for. This class meets 3x a week and is taught in English.
- Intensive Senior Institute Seminar, ELA – Basic language and literacy skills are integrated into this seminar that struggling older ELLs are mandated for. This class meets 3x a week and is taught in English.
- Team Intervention Period – Twice weekly struggling students have small group and one-on-one time with their teachers to receive on-going support with their classwork.
- Regents Prep classes – Older ELLs who have not yet passed the Living Environment, US History or ELA Regents Examinations are offered Regents preparation classes taught in English.
- Queens College/CUNY "College Now" – Approximately 40 of our students also participate in a Saturday program specifically designed for ELLs to provide content and language development support in ELA, U.S. History, and Math.

6. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the "Internationals Approach," insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs also receive the appropriate testing accommodations including extended time, use of bilingual dictionaries and translated versions of the test in their native language when available.

7. Additional interventions are in place for long-term ELLs. In addition to continuing our successful mentoring program for 5th and 6th year long-term ELLs who have not yet met their graduation requirements, we have established an advisory group for these students. An advisor meets biweekly with this group to support them in moving them closer to meeting their graduation requirements. We also have expanded our successful Intensive Senior Institute Seminar (ISIS) program for 11th and 12th grade students who have still not passed their Regents exams. These seminars work with our older ELLs on language and literacy development while preparing for some of the Regents exams. Currently we are expanding our two seminars in Math and Global History that are meeting 3 days a week. This year, we are also including seminars for Living Environment, US History and ELA. Finally, each interdisciplinary instructional team is designing a plan for

their team intervention period to target students for small group instruction based on their individual needs twice a week.

8. No programs or services are being discontinued this year.

9. Since more than 90% of our students are ELLs, all school programs are “equal access” and open to everyone in our school. In addition to the support and intervention services listed in the answer to question five of this section, we have the following after-school classes; while they may not all be “academic” in theme, all of them are designed to continue students’ language development through activities incorporating listening, speaking, reading, and writing of English:

- ELA, U.S. History, Living Environment, Math Regents Review for ELLs
- Science Challenge (after-school program)
- Girls Reading Group
- Drama Club
- College Now classes on-site for ELA and at Queens College for ELA, US History, Math and College Credit Courses

10. Since all teachers design their own project-based curricula, there are too many instructional materials to name individually; all teachers draw from multiple sources in compiling classroom curricula and materials. Some examples include:

- QTEL Institute curricula
- Internationals Network for Public Schools curricula
- History Alive! curricula
- Technology including:
 - o iMovie, Final Cut Pro (digital editing software)
 - o Garageband
 - o iPhoto
 - o Powerpoint
 - o Word processing
 - o SMART Boards in all classrooms
 - o VoiceThread
 - o Google Documents

11. All our students participate in our language development/ESL program. All of our classes use the native language to support learning. As described above, the locus of control over language use resides with our students and they use both English and their native languages to discover and develop content. Some projects every year are done in the native languages and in English and students are supported in developing their native languages to the greatest extent possible. Students are supported by peers, community partners, family members and/or school personnel. Our libraries contain materials in all of our major languages, including Mandarin, Spanish and Korean.

12. Yes. All of the required services for high school-aged ELLs are available to our students.

We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources.

13. Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, students are given an advisor who meets biweekly with the student to assist the student, answer questions and ensure that the student is adjusting well.

14. A biweekly "College Now" ELA for ELL elective is offered in addition to a language and literacy seminar (ISIS) that meets 3x per week.

C. Schools with Dual Language Programs

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

No Dual Language Program

D. Professional Development and Support for School Staff

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

1. Professional development for all staff at The Flushing International High School is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

- Inquiry Projects – groups of teachers in a common discipline area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, based on a full-staff analysis of the NYS ELA Regents Exam. Each group of discipline teachers is engaged in an inquiry project designed to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.

- Weekly professional development meetings, which include the following activities:

- o Analysis of student work in order to improve instruction/design interventions
- o Analysis of student assessments (project-based learning)
- o Social-emotional progress of a teaching team's shared students
- o Formation and refinement of discipline specific benchmarks at each grade level
- o Peer critiques of teacher-generated curricula

- Peer observations – teachers observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.

- Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development.

- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

2. Interdisciplinary teams take responsibility for orienting new students to our school and program through our advisory program and by

pairing them up with a "buddy" who shares the exact same class schedule.

3. All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually.

E. Parental Involvement

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

1. Over 50% of our students' families regularly attend Open School Night and Open School afternoon. Turnout is lower for monthly Family Association meetings, even though we pair such events with student work showcases, CBO workshops, and performances. We have far more engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students.

2. FIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families:

- International Rescue Committee (IRC)
- Coalition for Asian Children and Families (CACF)
- The New York Immigration Coalition (NYIC)
- Asian Americans for Equality
- Museum of Jewish Heritage
- Queens College, College Now Program
- TDF Open Doors program

3. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at Parent Teacher Association meetings. In addition, monthly consultations are held with the officers of the PTA to determine needs on an ongoing basis.

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above and from feedback from the PTA officers.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										28	38	10	8	84

Intermediate(I)										42	60	62	59	223
Advanced (A)										7	8	6	10	31
Total	0	0	0	0	0	0	0	0	0	77	106	78	77	338

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	32	6	6
	I										22	44	49	37
	A										14	10	16	19
	P										7	3	5	7
READING/ WRITING	B										26	18	5	4
	I										28	57	61	47
	A										5	12	8	14
	P										0	2	2	4

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	81	0	34	0
Math <u>Int Alg</u>	175	0	135	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	167	0	116	0
Physics				
Global History and Geography	173	0	100	0
US History and Government	73	0	43	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. This year we will be using the formative assessment developed by the Performance Standards Consortium. This data, along with that culled from our extensive intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. Since this is the first year we are using this particular assessment, we have no data at this time.

2. An analysis of the data results of the LAB-R and NYSESLAT reveals several things:

- Our population is incredibly heterogeneous in terms of language ability
- Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).
- The vast majority of students show improvement in at least two of the NYSESLAT language modalities.

3. There are no discernible patterns across modalities as individual students are weaker or stronger in different areas which is reflective of our heterogeneous population. The most crucial pattern we see is one of improvement – the vast majority of students do better on the NYSESLAT each year, showing that students' language is developing as a result of the Internationals Approach employed at our school. As a result, an analysis of the data from these tests has affected instruction in that we continue to explore ways to more effectively incorporate language development in all content area curricula, which means increased professional development for all teachers in ways of doing so.

4.

a. Although our students are given the opportunity to take the Regents Examinations in their native language (where available), students have chosen to record their answers in English.

b. Previously, our school used a DYQ Formative Assessment developed collaboratively by the faculties of the city's various International High Schools. This year we will be using the DYQ developed by the Performance Based Assessment Consortium. Additionally, we are using the assessments from our Inquiry Projects to monitor the progress of individual students and implement instructional changes. The

c. From our Inquiry Projects, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Disciplinary teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. We are currently analyzing data from our formative assessment. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions.

5. No dual language programs

6. The success of our program is measured through the analysis of a wide array of data sources, including:

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rates
- Learning Environment Survey – student results
- Learning Environment Survey – parent results
- Learning Environment Survey – teacher results
- Dropout rate

Credit accumulation data

Internal quarterly scholarship reports

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		