



**FOREIGN LANGUAGE ACADEMY
OF GLOBAL STUDIES
(FLAGS HIGH SCHOOL)**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: DISTRICT: 07 / BOROUGH: BRONX / NUMBER: 07X520

ADDRESS: 470 JACKSON AVENUE; BRONX, NEW YORK 10455

TELEPHONE: (718) 585-4024

FAX: (718) 585-4239

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07X520 **SCHOOL NAME:** Foreign Language Academy of Global Studies (FLAGS High School)

SCHOOL ADDRESS: 470 Jackson Avenue; Bronx, New York 10455

SCHOOL TELEPHONE: (718) 585-4024 **FAX:** (718) 585-4239

SCHOOL CONTACT PERSON: Leba Collins-Augone **EMAIL ADDRESS:** lcollin@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shánua Rodríguez

PRINCIPAL: Leba Collins-Augone

UFT CHAPTER LEADER: None (Representative – Caitlin Dunne)

PARENTS' ASSOCIATION PRESIDENT: Aaron Alvarez

STUDENT REPRESENTATIVE:
(Required for high schools) Steven Rodríguez / Shirley Chavez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07 **CHILDREN FIRST NETWORK (CFN):** CFN94N206

NETWORK LEADER: Jayne Godlewski

SUPERINTENDENT: Geraldine Taylor-Brown

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
Leba Collins-Augone	*Principal or Designee	
Caitlin Dunne	*UFT Chapter Chairperson or Designee / Representative	
Aaron Alvarez	*PA/PTA President or Designated Co-President	
To Be Announced	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Wanda Ortíz	DC 37 Representative, if applicable	
Steven Rodríguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Janet Hughes	Member / Assistant Principal / CSA	
Shánua Rodríguez	Member / SLT Chair / UFT	
Shirley Chavez	Member / Student Rep.	
Francisca Chavez	Member / Parent	
Natividad Salas	Member / Parent	
To Be Determined	Member / Parent	
	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 mission of FLAGS High School is to develop lifelong learners who are informed, responsible, productive citizens. Our mission is accomplished by working collaboratively with parents and students to set high expectations and promote excellence.

FLAGS High School is a four year, academic high school serving grades 9-12 with a focus on the study of foreign languages, global studies, and art as a visual language. A dress code is followed by students and staff. Students participate in a rigorous, academic program. The theme of the school is infused through an interdisciplinary approach in all academic areas. All students – General Education, Special Education, and English Language Learners – participate in all facets of school life. In addition to the core Regents-based curriculum, students are encouraged to study a minimum of three years of foreign languages. French and Spanish (Foreign Language and Native Language Arts) are offered. Preparation for all required Regents exams is addressed in all classes upon entry to the school. Advanced Placement English Literature and Composition is offered. Elective courses are offered in art, foreign languages, computers, social studies, and English. Standards-based curricula are followed in all levels of all disciplines. FLAGS High School offers a special education self-contained program, resource room, and a freestanding ESL program.

FLAGS High School currently serves 408 (54.28% female and 45.72% male) students in a safe, nurturing environment. It has a diverse student body with a race / ethnic breakdown of .48% White, 67.72% % Hispanic, 24.69% Black, 2.69% Asian / Pacific Islander, and .48% American Indian; 18.33% English Language Learners, 20.29% Special Education, including self-contained and SETTS. The school is housed on two-thirds (2/3) of the third floor in the Jeffrey M. Rapport School for Career Development, a District 75 school for special education students.

FLAGS High School is situated in the poorest congressional district in the United States. Approximately 85% of graduates enter post-secondary education. Extracurricular activities include buildOn, College Now, Think College Now, The Young American Writers' Project, Model UN, New York Cares, Chess Club, Chorus, Gay Straight Alliance, FLAGS High School Band, and the National Honor Society.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS) - SEE ATTACHMENT

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="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					

DEMOGRAPHICS							
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)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(As of October 31)			
<i>These students are included in the General and Special Education enrollment information above.</i>				2007-08	2008-09	2009-10	
				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)				2007-08	2008-09	2009-10	
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(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				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
Male							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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							
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?
-

STUDENT PERFORMANCE TRENDS

- The number of English Language Learners with IEPs has increased over the last three years.
- English Language Learners have made significant gains towards proficiency in the past three years as measured by the NYSESLAT.
- Student performance in social studies classes and Regents examinations has increased.
- The percentage of students in special education (self-contained) receiving local diplomas has increased.
- An increased number of incoming ninth grade students score on performance level 2 on New York State ELA exams.
- Average daily attendance for the last three years has been 85% or higher.

GREATEST ACCOMPLISHMENTS

- Post secondary education rate is above 85%.
- There has been a significant increase in the number of students participating in experiential learning opportunities.
- There has been an increase in the number of students receiving scholarships and awards.
- Two students were awarded POSSE college scholarships valued at \$100,000 each.
- Eight students participate in Summer Search New York City which provides students with weekly mentoring, Summer Education Programs, and college and financial aid planning.

MOST SIGNIFICANT AIDS / BARRIERS

AIDS

- Quality professional development has enhanced teacher performance and outcomes.
- Strong leadership on the administrative, faculty, and student levels has supported a rigorous academic curriculum.

BARRIERS

- The host school's and community problems have negatively impacted FLAGS in the areas of safety, programming, and school culture.
- The school's current infrastructure cannot adequately support the student body.
- New York City Department of Education and state mandates consume an increasing amount of time which should be devoted to instruction.
- Lack of parent involvement and support has impeded student and school progress.

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.

INSTRUCTIONAL GOALS FOR 2010-2011

- To strengthen instructional practices by aligning the school's academic goals, core curriculum, instruction, and assessment through the 2010-2011 school year as measured by scholarship data, i.e. performance series, acuity assessments, formal and informal teacher observations, Quality Review, PSAT, and the progress report.
- To develop, implement, and align professional development to support professional learning communities with the focus on aligning curriculum, instruction, and assessments through the 2010-2011 school year as measured by formal and informal teacher observations, review of teacher lesson plans, Quality Review, and scholarship data.
- To work with established learning communities on an effective plan of action to develop grade-specific standards aligned with the Common Core State Standards Initiative through the 2010-2011 school year as measured by teacher lesson plans, standardized rubrics, and uniform assessments. 100% of teachers will show evidence in their lesson plans by June 2011.

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): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen instructional practices by aligning the school’s academic goals, core curriculum, instruction, and assessment through the 2010-2011 school year as measured by scholarship data, i.e. performance series, acuity assessments, formal and informal teacher observations, Quality Review, PSAT, and the Progress Report.</p> <ul style="list-style-type: none"> • 100% of teachers will participate in developing a systematic approach towards improving instruction. • 100% of teachers will continuously assess student performance using a variety of assessment techniques.
<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"> • Continue professional development for all teachers with a focus on best instructional practices, using data to inform instruction, differentiated instruction, through direct action, curriculum development, professional development, group development, and action research. • Each month 100% of teachers participate in faculty / professional development conferences and department team meetings with emphasis on curriculum development and action research. • Assistant Principals and the Principal conduct informal and formal observations to support all teachers in delivering effective instruction and increasing student achievement, and to ensure that classroom instruction is aligned with the data collected. Currently, the administration conducts 100% of all formal and informal observations. • 100% of new and struggling teachers are provided with supplemental professional development sessions. • Track the progress of all student groups to identify issues and provide intervention. In 2010-2011 we will track all students through established learning communities.

	<ul style="list-style-type: none"> • Use an inquiry approach to integrate best practices into classroom culture schoolwide during the 2010-2011 school year. • We will use current funding levels for professional development for teachers with an emphasis on group development, assessment, and curriculum development.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Title I SWP, Title I ARRA SWP, C4E, TL Fair Student Funding HS, TL Fair Student Funding General Hold Harmless HS, TL Children First Inquiry Team, TL Children First Network Support HS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers will show / share their accountability tools with the school community (Assistant Principals, Principal, students, parents) during faculty / professional development conferences, department team meetings, parent-teacher workshops, and professional development presentations. • Classroom visits to ensure teachers use data in their planning to differentiate instruction and to increase student involvement in their learning communities as measured by formal and informal teacher observation reports. • Weekly classroom observations by supervisory staff to monitor teacher / student progress. • Set measurable interim goals to measure the effectiveness of initiatives and instruction. • Direct evidence – grades, projects, portfolios, homework, journals, oral presentations, quantitative and qualitative data. • Scholarship data – progress reports, Regents exams, RCTs, performance series, Acuity. • Alignment of instructional practices to the data collected on student performance as measured by standardized assessments and teacher rubrics.

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): ALL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop, implement, and align professional development to support professional learning communities with the focus on aligning curriculum, instruction, and assessments through the 2010-2011 school year as measured by formal and informal teacher observations, review of teacher lesson plans, Quality Review, and scholarship data.</p> <ul style="list-style-type: none"> • 100% of the teaching faculty will participate in professional learning communities. • 100% of the academic departments will update curriculum maps with an overarching objective, a set of learning experiences and assessments. • 100% of teachers will demonstrate a solid understanding of how to use data to achieve better learner outcomes. • 100% of teachers will use benchmarks and use data to develop intervention strategies to effectively differentiate instruction for students. • The Instruction Team will develop a comprehensive plan to support 100% of the teachers in creating, developing, and analyzing / using data from the School Report Card, Progress Report, and Quality Review Report.
<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"> • The school will utilize the professional staff at the CFN to facilitate a yearlong series of workshops on sustaining professional learning communities through the inquiry process. • 100% of teachers will participate in a professional development series for the academic year 2010-2011. • Guidance counselors, in collaboration with the professional learning communities, use a chart to track / measure student performance and inform students and parents of their progress towards graduation. • Daily direct assistance to teaching staff. • Daily informal and formal observations.

	<ul style="list-style-type: none"> • Monthly department team meetings and faculty / professional development conferences that focus on aligning best instructional practices, curriculum development, and assessment tools. • Use funding for instructional materials, such as software, to support teachers in differentiating instruction to improve student learning.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Title I SWP, Title I ARRA SWP, C4E, TL Fair Student Funding HS, TL Fair Student Funding General Hold Harmless HS, TL Children First Network Support HS, TL Children First Inquiry Team, TL Data Specialist</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review teacher lesson plans to ensure that they reflect an alignment of instructional strategies to assessment. • Learning walks to measure the transparency of differentiated instruction and the impact of professional development on learning. • Offsite professional development. • Department team meetings. • Assistant Principals' logs of assistance. • Increased teacher use of technology to enhance student engagement and differentiate instruction. • Scholarship data. • Review scholarship data with teachers to determine how students are assessed.

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): ALL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To work with established learning communities on an effective plan of action to develop grade-specific standards aligned with the Common Core State Standards Initiative through the 2010-2011 school year as measured by teacher lesson plans, standardized rubrics, and uniform assessments. 100% of teachers will show evidence in their lesson plans by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 100% of teachers will participate in professional development and department teams towards creating and developing curriculum / goals aligned with the Common Core State Standards Initiative. • We will communicate to 100% of students and parents the purpose, goals, objectives, and outcomes of the FLAGS High School learning communities' work in developing grade-specific standards aligned with the Common Core State Standards Initiative.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Title I SWP, Title I ARRA SWP, C4E, TL Fair Student Funding HS, TL Fair Student Funding General Hold Harmless HS, TL Children First Inquiry Team, TL Children First Network Support HS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher-designed rubrics / assessments. • Classroom goals. • Student goals. • Scholarship data.

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	73	29	22	27	91	NA	NA	NA
10	18	15	33	35	35	NA	NA	NA
11	15	10	10	21	26	NA	NA	NA
12	8	4	5	8	20	NA	NA	NA

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"> • One-on-one tutoring during the school day, after school, and on designated Saturdays. • Small group instruction during the school day, after school, and on designated Saturdays. • Double-period for ELA 9th grade, Performance Levels 1 and 2, during the school day. • Credit recovery during the school day (Independent Study). • Young American Writers’ Project (after school). • Electives: Communication, Creative Writing - during the school day. • Homework Center • Regents Preparation
Mathematics:	<ul style="list-style-type: none"> • One-on-one tutoring during the school day, after school, and on designated Saturdays. • Small group instruction during the school day, after school, and on designated Saturdays. • Double-period for Mathematics 9th grade, Performance Levels 1 and 2, during the school day. • Credit recovery during the school day (Independent Study). • Chess Club (after school). • Homework Center.
Science:	<ul style="list-style-type: none"> • One-on-one tutoring during the school day, after school, and on designated Saturdays. • Small group instruction during the school day, after school, and on designated Saturdays. • Credit recovery (after school – make-up labs). • Physics and Chemistry Club (after school). • Homework Center.
Social Studies:	<ul style="list-style-type: none"> • One-on-one tutoring during the school day, after school, and on designated Saturdays. • Small group instruction during the school day, after school, and on designated Saturdays. • Credit recovery during the school day (Independent Study). • Model UN (after school and weekends). • buildOn (after school and weekends). • Homework Center.

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Individualized counseling before, during, and after school. • Small group counseling before, during, and after school. • External consultants. • Community Service: NY Cares, College Now, Camp College, Summer Search (after school and on Saturdays). • Gay Straight Alliance.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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:** 42 **LEP** _____ **Non-LEP**

Number of Teachers 5 **Other Staff (Specify)** Assistant Principal

School Building Instructional Program / Professional Development Overview

Through a year-long program of professional development, in a culturally inclusive and caring environment, FLAGS High School administration and teaching staff will participate and collaborate in a series of workshops that address issues / concerns related to teacher effectiveness and student learning. The goals and objectives outlined in the Professional Development Plan (PDP) will complement the three goals outlined in this document (see page 11). Our goal is to enhance principled professional conduct by sharing our collective vision for student achievement, examining assumptions, and working collaboratively on the specific strategies, tasks, skills and assessments. These principles were derived, in part, from the results of the Professional Development Survey completed by members of the teaching staff, professional learning community meetings, and teacher discussions.

We have identified activities germane to professional development with evidence of application to the classroom focusing on teacher growth and development, best practices, teaching strategies, collegiality, organizational improvement, support services, assessment, and coherence. We will work to accomplish these goals by engaging in activities that support the following: mentoring new and non-tenured teachers; formal and informal observations; intervisitations; opportunities to attend conferences; integrating technology into the curriculum; working skillfully and productively in our Professional Learning Communities; developing portfolios; presenting workshops on problem-solving and action research; brainstorming with a Circle of Friends; curriculum mapping; differentiating instruction; using data to inform instruction.

It is our hope that these initiatives will result in (1) a climate for learning, (2) engagement in an examination of our classroom practices and how they contribute to the continuous quality improvement of FLAGS High School, and (3) involve teachers in developing an in-depth understanding (through action-research, data collection and analysis) of students, professional learning communities, values, and beliefs.

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.

We will provide individual and small group tutorials for all English Language Learners in Social Studies, Science and Mathematics on Mondays, Tuesdays, and Wednesdays from 2:10 to 4:00 for an average of five hours a week. We will also provide an enrichment program for Beginner and Intermediate ESL students after school and on designated Saturdays. Students will have the opportunity to utilize the Rosetta Stone software we purchased last year and immerse themselves in the various drill activities. The enrichment program will be offered two times a week from 2:10 to 3:00 and on designated Saturdays. Parents of ELLs will be invited to attend the Saturday sessions with their children. The Assistant Principal will also present a series of workshops on parenting skills, homework assignments, study skills, and career development. The Saturday sessions will meet from 9:00 am to noon.

The anticipated measurable outcomes of these activities include improved student performance in all content area and language art classes, improved performance on classroom and standardized assessments, and improved scores on the NYSESLAT exam.

Research shows that ELLs who participate in smaller groups exhibit greater confidence to risk making errors in the larger mainstream classroom [Schmidt, R. (1994)]

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.

In the spring the Assistant Principal in charge of ESL will lead a six week professional development study group for content area teachers centering on various teaching strategies including differentiated instruction. The teachers will create and share a portfolio of best practices on how to differentiate instruction and incorporate a variety of teaching strategies specific to ELLs.

Scientifically based research (such as Clegg, J., ed. Mainstreaming ESL: Case Studies in Integrating ESL Students into the Mainstream Curriculum. Clevedon, UK: Multilingual Matters) has demonstrated that teachers must be cognizant of the needs of ESL students in order to serve them effectively.

Section III. Title III Budget

School: FLAGS High School

BEDS Code: 07X520

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
<i>Professional staff,</i>		
Teacher per session	\$7000.00	(140 hours of per session for ESL and General Ed. teachers to support ELL Students X \$50 = \$7000.
Teacher per session	\$2900.00	58 hours of per session for enrichment program for ELLs and their parents X \$50 = \$2900.
	\$1200.00	24 hours of Supervisor per session for Saturday workshops for ELL parents X \$50 = \$1200.
<i>Professional Development</i>		
Teacher per session	\$2250.00	5 teachers X 1.5 hours per week X 6 weeks X \$50 = \$2250.
AP per session	\$450.00	9 hours of Supervisor per session X \$50 = \$450.
Supplies and materials	\$800.00	Supplemental classroom libraries – and supplemental workbooks for struggling ELLs
	\$400.00	Breakfast for parent workshops
TOTAL	\$15,000.00	

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.

We reviewed the following documents:

- ***ATS RADP – New Admit List***
- ***Home Language Survey for over-the-counter students***
- ***RPOB-POB / LAG / GEO Report for ELL students***
- ***Parental contact logs of school personnel***

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.

After examining the documents, we determined that 67.72% of our students live in homes where the dominant language is Spanish. We communicated our findings via Parents' Association meetings, School Leadership Team meetings, faculty conferences, Parent-Teacher conferences, and Student Government.

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.

We provide Spanish translation of:

- ***The school's Parent Compact***
- ***Written communication from the Parent Coordinator to homes***
- ***All written communication***

All written translation services are provided by in-house school staff.

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.

All oral Spanish translation and interpretation is provided by in-house school staff and, on occasion, students and parent volunteers.

We provide the following services:

- ***Daily phone calls to and from parents are conducted in English and / or Spanish as needed.***
- ***Phone Messenger messages to students' homes are sent in English and Spanish.***
- ***Person-to-person meetings / conferences with parents are conducted in English and / or Spanish as needed.***

We provide translation for the following:

- ***Parents' Association meetings***
- ***School Leadership Team meetings***
- ***Open Houses for prospective students***
- ***Orientation for incoming students***
- ***Academic outreach to inform parents of student progress by school personnel***
- ***School activities to increase parent participation in the school and in the Parents' Association***
- ***Academic and disciplinary conferences***
- ***Parent-Teacher conferences***

At FLAGS, a number of the staff and faculty are bilingual, Spanish / English, including:

- ***The Principal***
- ***An Assistant Principal***
- ***A guidance counselor***
- ***A family paraprofessional***
- ***Two educational paraprofessionals***
- ***Two secretaries***
- ***Three school aides***
- ***Approximately twenty percent of the teaching staff***

We also provide oral French translation for an increasing French speaking population. The translation is provided by teachers, an Assistant Principal, and the Principal.

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>.

In accordance with Section VII of Chancellor's Regulation A-663, regarding parental notification requirements for translation and interpretation services, parents are notified that translation and interpretation services are available at the school in all oral and written communications.

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:	405,926	122,453	528,379
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,833	1,237	6,070
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,163	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,325	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **88.2%**
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.

Our current High-Quality Teacher percentage is 88.2%. The 11.8% variance is attributed to teachers teaching electives out of license, i.e. art, music, and core subjects like physics, to provide students with additional academic opportunities.

* 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 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.

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.

- **See Section IV.**
- **A comprehensive review of our school’s educational program was conducted in partnership with the School Leadership Team, the UFT, the Parents’ Association, faculty, and students. This review included quantitative and qualitative data from the following sources:**
 - **Scholarship Reports**
 - **School Report Card**
 - **Progress Reports**
 - **Quality Review Results**
 - **Learning Environment Survey Results**
 - **ARIS**
 - **Periodic Assessments**
 - **Inquiry Team Research**
 - **Focus Groups**

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:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

See description of Academic Intervention Services – Section VI – Part B

We provide opportunities for all students to meet the State’s proficient and advanced levels of student achievement by addressing the significant challenges of students, especially historically underserved populations, i.e. poverty, race, limited English proficiency, learning disabilities, emotional issues, fractured families, community violence, to name a few. These challenges require that teachers, students, and administrators work together to develop language and literacy skills central to instruction in all disciplines.

All students are entitled to opportunities to develop sound, theoretical and practical approaches to learning. All FLAGS constituencies work collaboratively to ensure the following for low academic performing students:

- Provide the same level of quality education as is provided to the more academically talented students.
- Integrate meaningful connections to student experiences; integrate knowledge of the cultures represented into our practices and procedures, culminating in a culturally affirming and inclusive curriculum.
- Communicate high expectations to all students, constantly reminding them that they can and will succeed; teach them to be resilient and to overcome obstacles to success, despite adversity.
- Foster an interactive dialogue between and among students and teachers via cooperative learning models, higher order reasoning, varied teaching strategies, and collaborative learning.
- Teach students to construct meaning from content taught.
- Integrate technology into the curriculum as an assistive tool that serves to increase student engagement.
- Professional development training centered on integrating life skills teaching into the curriculum.
- Ongoing, performance-based assessment with benchmarks using data collected; observation of teacher and student performance.

We encourage all students to develop a tangible sense of ownership and responsibility for their own learning and to learn about and contribute to understanding the connections between what they learn and the skills needed to succeed in the world of work or an institution of higher learning. We help students discover a sense of purpose through what they are taught and what they experience in every day life.

The following programs support student academic performance by integrating a number of programs and activities that support small group instruction, counseling, and support services, organizational skills, and the powerful combination of ownership and responsibility.

- **Summer Orientation Program**: designed to introduce incoming ninth graders to the school, its policies, practices, and procedures.
- **College Awareness**: designed to encourage students in grades 9-12 to aspire to and plan to enroll in an institution of higher learning by providing mentoring, counseling, and enrichment activities.
- **College Now**: designed to support students in grades 11-12 in developing a college action plan.
- **College Camp**: designed to provide students with an opportunity to participate in a summer camp experience of discovery, teamwork, and leadership.
- **Summer Search**: designed to inspire students to become responsible and altruistic leaders by providing year-round mentoring, life-changing summer experiences, college advising, and a lasting support network.
- **AP Honors English**: designed to prepare students for study of great literary works, literary criticism, independent reading, essay writing, and research papers.
- **Foreign Languages**: designed to increase student understanding of themselves and their culture; and to broaden their experiences and view of the world through awareness and understanding of diverse cultures. We encourage students to take a minimum of two years of a language. A number of students study two languages.
- **Five Sciences**: Students can take environmental science, a pre-requisite to living environment, earth science as well as chemistry and physics which support academic performance.

- **Teacher Mentoring:** formal, mandated mentoring of all new teachers by seasoned professionals to assist in the day to day operations of the technology of teaching.
- **VESID:** a New York State program that provides education, skill development, and job placement for students with documented disabilities.
- **Counseling Services:** a mandated counselor for special education, a college counselor, and two guidance counselors provide academic and personal counseling to the entire student body.

3. Instruction by highly qualified staff.

All staff is required to meet licensing guidelines. As of March 2010, 88.2% of core classes are taught by highly qualified teachers.

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.

See Section VI: Action Plan – Goal #2

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

N/A

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

There is a professional development component to all School Leadership Team and Parents' Association meetings. Invitations are extended to parents to participate in after school and Saturday workshops, i.e. parenting skills, technology, planning for college, etc.

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.

Data collection and analysis is discussed at all professional development days, faculty conferences, and department meetings. Teachers share best practices regarding assessment, intervention strategies, differentiated instruction, and teaching methodologies. Assessments include performance series, Acuity, PSAT Pilot, SAT, Regents, and informal and formal observations.

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.

Students who enter high school on performance levels 1 and 2 take a double period of math and / or ELA. Students who experience difficulty mastering academic achievement standards are encouraged to attend the after school homework center which is held Mondays – Fridays from 2:10 PM to 4:00 PM. During lunch periods we provide study hall periods where students receive additional academic support. All students are encouraged to attend the Saturday School Academy (*offered on select Saturdays*) for group and individual tutoring.

Report cards of students who have failed classes are reviewed with parents at Open School Conferences.

All teachers are required to submit parent contact logs on a monthly basis. Student progress reports are mailed to parents on an ongoing basis. Within the first three weeks of the marking period, faculty and administration case conference regarding student academic performance. Additionally, a parent contact log with a list of students who are failing is given to the administration before each marking period.

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.

The Discipline Code is distributed to all students. A lesson is taught regarding the Discipline Code; emphasis is placed on violence prevention. Families are referred to adult education, vocational and technical education, and job training by the guidance counselors.

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 (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			405,926	X	13, 15, 17, 20, 21, 23, 24, 27, 28, 37
Title I, Part A (ARRA)	Federal	X			122,453	X	13, 15, 17, 20, 21, 23, 24, 27, 28, 37
Title II, Part A	Federal			X	N/A		
Title III, Part A	Federal	X			15,000	X	13, 15, 17, 20, 21, 23, 24, 27, 28, 37
Title IV	Federal			X	N/A		
IDEA	Federal	X			132,419	X	13, 15, 17, 20, 21, 23, 24, 27, 28, 37
Tax Levy	Local	X			1,767,494	X	13, 15, 17, 20, 21, 23, 24, 27, 28, 37

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

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 have six (6) students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

- ***Free MetroCards***
- ***Special Education services***
- ***Participation in all student activities***
- ***Free school meals***
- ***Counseling / guidance services***
- ***Uniform support***

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:	Foreign Language Academy of Global Studies					
District:	7	DBN:	07X520	School	320700011520	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.9	87.6	87.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.5	97.2	94.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		75.7	92.4	93.8
Grade 8	0	0	0				
Grade 9	181	150	108	Students in Temporary Housing - Total Number:			
Grade 10	134	124	136	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	98	76	70		3	64	12
Grade 12	78	107	79				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	491	457	394	(As of October 31)	2007-08	2008-09	2009-10
					9	13	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	56	57	51	Principal Suspensions	9	26	22
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	3
Number all others	30	29	33				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	45	56	TBD	Number of Teachers	36	36	32
# ELLs with IEPs	13	24	TBD	Number of Administrators and Other Professionals	13	14	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	3

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
	19	10	61	% fully licensed & permanently assigned to this school	100.0	100.0	97.0
				% more than 2 years teaching in this school	43.2	54.1	71.9
				% more than 5 years teaching anywhere	43.2	40.5	46.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	76.0	84.4
American Indian or Alaska Native	0.8	0.7	0.8	% core classes taught by "highly qualified" teachers	95.1	88.9	97.1
Black or African American	23.2	22.8	26.1				
Hispanic or Latino	72.3	72.2	69.5				
Asian or Native Hawaiian/Other Pacific	2.4	2.8	2.8				
White	1.2	1.3	0.8				
Male	44.2	45.3	45.2				
Female	55.8	54.7	54.8				

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:	v
Math:		Math:	v
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				v	v	v	68
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	52.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	10.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	28.1		
<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

**FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
(FLAGS HIGH SCHOOL)**

TITLE I SCHOOL-PARENT INVOLVEMENT POLICY

SECTION I: TITLE I PARENT INVOLVEMENT POLICY

FLAGS High School, in compliance with the Title I mandates, has implemented a parent involvement policy strengthening the link between the school and the community. FLAGS High School's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team and the Parents' Association meetings. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in developing effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision-making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as a whole. Parents receive the Title I School-Parent Involvement Policy by mail in August and during Open School Evening and Afternoon in the fall semester.

FLAGS High School parents are encouraged to actively participate on the School Leadership Team, Parents' Association, and Title I Parent Advisory Council, and welcomed members of our school community.

In developing the FLAGS High School Parent Involvement Policy, the school's Parents' Association and FLAGS High School will support parents and families of Title I students by:

- holding the required Title I Parent Annual meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118, and other applicable sections under the No Child Left Behind Act.
- actively involving parents in planning, reviewing, and improving the funded programs and parental involvement policy of the school.
- supporting level committees that include parents such as the School Leadership Team and the Parents' Association.
- providing technical support and ongoing professional development.
- maintaining parent coordinator's Title I funds to serve as the liaison between the school and parent community. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site. These workshops may include parenting skills, ESL, computer applications, and college preparation workshops to build parents' capacity to help their children at home.
- providing written and oral translations.

FLAGS High School's Parent Involvement Policy encompasses all parents, including parents of English Language Learners and students with disabilities. The policy is designed in response to parents' needs and the evaluation of the effectiveness of the Title I Parent Involvement Policy. FLAGS High School will encourage more school-level parental involvement by:

- maintaining parent participation in school leadership teams.
- encouraging parents to become trained volunteers through Learning Leaders.
- having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress.
- providing materials and training to help parents effectively support and monitor their children's progress.
- fostering a caring and effective home-school partnership to improve their children's achievement level (English, math, technology).
- providing training and support to parents by monitoring their children's academic progress on ARIS.

- scheduling additional parent meetings with flexible times (morning / evening) to share information about the school's educational program and provide workshops and presentations on effective parenting skills.

**FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
(FLAGS HIGH SCHOOL)**

SECTION II: TITLE I SCHOOL-PARENT COMPACT

The school and parents, working cooperatively to provide for the successful education of the children, agree to the following:

THE SCHOOL AGREES:

- to convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- to familiarize parents with the function of the Parent Coordinator.
- to provide parents with opportunities to develop skills in areas such as English, math, health, and computer skills.
- to offer meetings and workshops for parents at times that will maximize parent involvement.
- to inform and involve parents in planning, reviewing, and improving the Title I program and the parental involvement policy.
- to provide parents with information about all programs and activities through telephone calls, letters sent home via their children, mailings, and Phone Messenger.
- to facilitate communication between teachers and parents:
 - parent-teacher conferences, twice a year
 - frequent reports to parents on their children's progress
 - reasonable access to staff
 - opportunities for parents to chaperone on school trips
 - minimum of five parent workshops

THE PARENT / GUARDIAN AGREES:

- to support his / her child's learning by making education a priority at home by:
 - making sure the child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with the child about his / her school activities every day;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television the child watches, time on computer, iPods, and other devices that may detract from learning.
- to participate, as appropriate, in decisions relating to his / her child's education.
- to promote positive use of his / her child's extracurricular time.
- to participate in school activities on a regular basis, specifically to attend Parents' Association meetings, Parent-Teacher conferences, and Title I Parent meetings.
- to help the child accept consequences for negative behavior.
- to be aware of and follow the rules and regulations of the school and district.
- to support the school discipline policy and dress code.
- to notify the school of all address changes.

**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 CFN94N206	District 07	School Number 520	School Name FLAGS High School
Principal Leba Collins-Augone		Assistant Principal Ruth H. Serels	
Coach type here		Coach NA	
Teacher/Subject Area William Paredes		Guidance Counselor Sandra Martin	
Teacher/Subject Area Kathleen Syron-Briceno		Parent Aaron Alvarez	
Teacher/Subject Area Michael Piro		Parent Coordinator Donna Chung	
Related Service Provider type here		Other type here	
Network Leader Jayne Godlewski		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	408	Total Number of ELLs	73	ELLs as Share of Total Student Population (%)	17.89%
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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. Even though the transfer form identifies ELLS we check ATS for LAB-R and/or NYSESLAT results to confirm and to ensure that all students are programmed correctly. Home Language Surveys are given to all students so that we have one on file. We administer the LAB-R to all eligible students within 10 days. The Assistant Principal hand scores the test to determine appropriate placement. Answer documents are submitted for scanning at appropriate times.

2. We notify parents of newcomers of the program choices during the intake interview.

3. The Assistant Principal and the ESL teacher send out entitlement letters, the Parent Survey, and Program Selection form to all ELL students at the beginning of the year. They also follow up to ensure that all forms are returned. If necessary, the guidance counselor helps with the outreach.

4. We offer a freestanding ESL program. ESL instruction is delivered as per CR Part 154 mandate regardless of grade. Beginner students, as determined through the NYSESLAT, receive a minimum of 12 periods a week for a total of 540 minutes a week. Intermediate students as determined through the NYSESLAT, receive ten periods (450 minutes) of ESL a week. Advanced students as determined through the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week. Students are mainstreamed for content area classes both for general education and special education.

5. In 2009-10 thirty-four parents submitted the Parent Survey and Program Selection form. Nineteen parents chose Freestanding ESL as their program of choice. Six chose Dual language of which four requested Spanish, one Bengali and one chose Italian. Nine parents requested a Transitional Bilingual Program as their number one choice, seven Spanish, one Wolof and one Saragule. The guidance counselor explained to the parents who chose Bilingual and/or Dual Language that they would need an alternative placement so the parents opted to keep their children in the ESL program at FLAGS.

As of October 29, 2010, forty-one (General Education and Resource Room) parents submitted the Parent Survey and Program Selection form. Thirty-five parents chose Freestanding ESL as their number one choice. Five parents requested Transitional Bilingual Spanish Programs as their number one choice. One parent requested a bilingual Arabic program. The guidance counselor notified all parents of the transfer process. Two students were granted transfers to bilingual programs. We have no evidence that the other parents have requested an alternative placement for their children.

6. Yes, because the majority of parents requested a Freestanding ESL program.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	24	2	2	18		8	31		19		73
Total	24	2	2	18	0	8	31	0	19		73

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	
	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																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	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										25	23	9	5	62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										4	4			8
TOTAL	0	31	27	10	5	73								

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. Delivery of Instruction:

- a) Instruction is departmentalized. We offer a freestanding ESL program.
- b) ESL instruction is ungraded and delivered as per CR-Part 154 mandate. Students are mainstreamed for content area classes both for general education and special education

2. A certified ESL teacher provides ESL instruction as follows:

General education Beginner students, as determined through the NYSESLAT, receive 12 periods a week for a total of 555 minutes a week. Special education Beginner students receive 10 periods (465 minutes) of ESL instruction a week from the ESL teacher and an additional 5 periods (225 minutes) of ESL instruction from a certified Special Education teacher for a total of 690 minutes. Intermediate students as determined through the NYSESLAT, receive ten periods (465 minutes) of ESL a week. Advanced students as determined through the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week.

3. Instruction in content area classes is delivered in English. Teachers are given professional development in instructional approaches which are scientifically based. The instruction is standard-based and designed to develop and enhance students' skills so that the ELL population meets city and state standards and assessments.

4. Differentiate instruction for ELL subgroups

The teachers complete a learning assessment survey for each student and document the learning or behavior concerns and the intervention implemented. They then differentiate instruction based on student need and ability.

a) A guidance conference is held with the student and his/her parent to determine if a student is SIFE. The ESL teacher provides instruction to address the students' needs; he uses materials that are appropriate to the students' ability. Guidance personnel communicate this information to subject class teachers. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental material to ensure student progress and success.

b) Newcomers are assigned a bilingual counselor (whenever possible). Students receive the mandated number of minutes of ESL instruction. New English Language Learners participate in our after school tutoring and enrichment programs. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental material to ensure student progress and success.

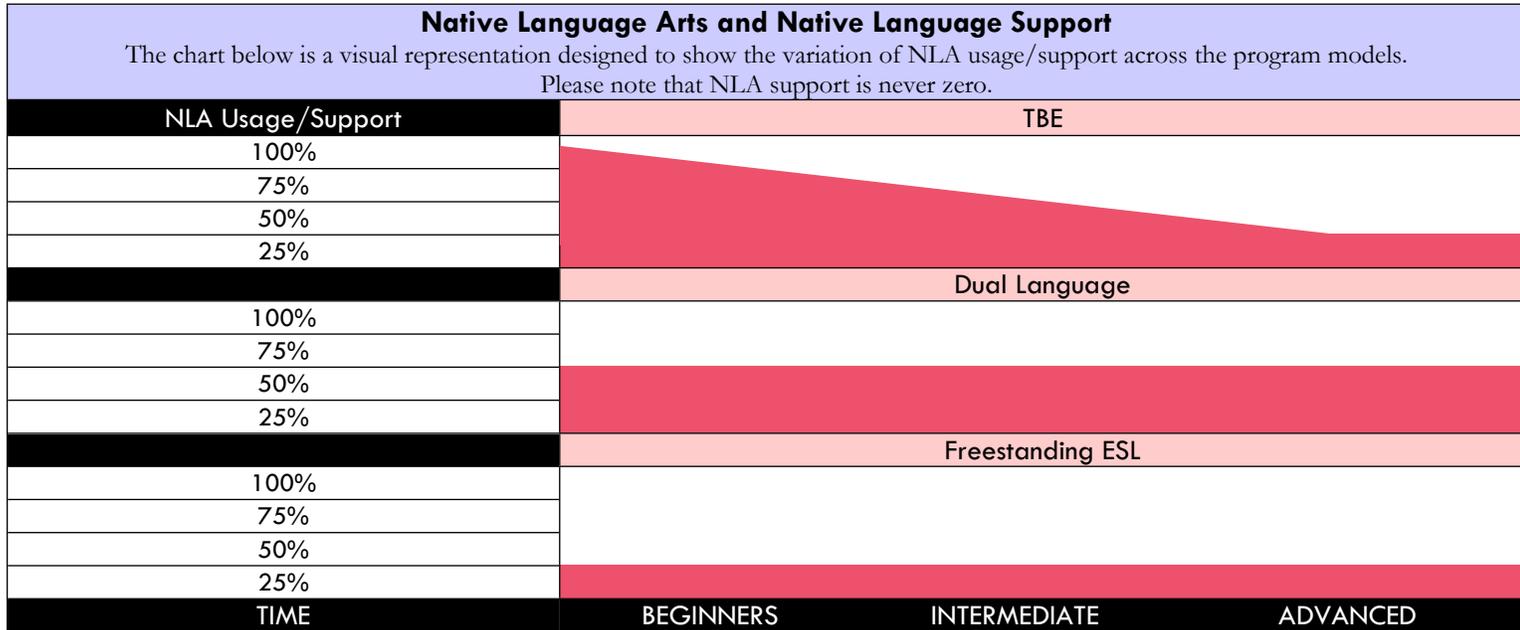
c/d) We provide ELLs with small group instruction, one to one tutoring and/or small group tutorials during the day, before and after school. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental material to ensure student progress and success.

e) The Individual Education Plan (IEP) outlines the goals for special education students. The teachers of special education, in collaboration with the ESL instructor, discuss prescribed and agreed upon interventions to improve student performance. The special education staff works cooperatively to provide language support, engage parents in the decision-making process, and participate in discussions regarding the student's disability and evaluation process. All parties confer with each other in developing interdepartmental and school-wide interventions for ELLs. Every teacher has a copy of the I.E.P. for the students they teach.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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. Small group instruction is provided. One to one tutoring is offered to ELLs during the day and after school in ELA, math, science and social studies. ELL students receive individualized counseling. Ninth grade students in performance level one and two receive a double period of mathematics. We also offer credit recovery during the day. ELL students are an integral part of our school and as such participate in all facets of school life: school performances, College Now, Think College Now, Chess Club, buildOn, Gay Straight Alliance, Young American Writer's Project, Model UN, New York Cares, Chorus, and the FLAGS High School Band.

6. The bilingual guidance counselor continues to support ELLs. We continue to provide testing accommodations to ELLs reaching proficiency for the first two years i.e. additional time, three readings for the ELA Regents and access to NLA state assessments and/or glossaries when available.

7. The Title III budget funds activities for the school year such as professional development, additional after-school tutoring, and the purchase of consumable workbooks.

8. None.

9. Our English Language Learners are an integral part of our student body and as such they participate in extracurricular activities. They are involved in all aspects of school life including and not limited to Resource Room, National Honor Society, school performances, clubs, and tutoring during the day and after school. Students are encouraged to take advantage of the homework center which offers assistance in all subjects- ELA/ESL, Math, Science, Social Studies Foreign Language and Native Language Arts Spanish. The homework center is open Monday through Friday afternoons from 2:15 to 4:00.

10. Teachers are expected to differentiate instruction according to student interest and/or ability. They are encouraged to use technology in their lessons i.e. use of Smart Board, PowerPoint presentations, video clips, manipulatives such as calculators, adapting reading material to students' levels and using internet websites to find appropriate materials for their students. The ESL teacher uses Rosetta Stone software to supplement language instruction.

11. All Spanish speaking ELLs are assigned to a bilingual counselor. We also have a number of staff members who speak Spanish, French, S noufo, Madingo (Malink ), and/or Wolof.

12. Yes.

13. ELL students are invited to attend a week long orientation session in the summer to familiarize themselves with the school's policies, practices, and procedures. This also allows them to begin developing relationships with their peers, and become acquainted with the teaching and support staff at FLAGS. The bilingual guidance counselor conducts workshops and individual sessions to review the number of credits they need in each discipline to persist from grade to grade, credit accumulation and information on state assessments.

14. We offer French, Spanish and Native Language Spanish.

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)?

Not Applicable

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. The Principal, the Assistant Principals and the staff of our learning support organization conduct workshops on a number of topics including, but not limited to, differentiating instruction, building reading comprehension skills, developing and enhancing writing skills, accountable talk, test taking strategies, ESL methodology, using data to inform instruction, and teaching techniques in the content areas.

2. The bilingual counselor will present a workshop on the transition of students from middle school to high school.

3. All teachers participate in a professional development plan designed to strengthen instructional practices for supporting ELLs in the classroom.

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. All incoming ELL students and their parents are invited to an orientation session in June. We conduct the mandated new parent orientation for parents of ELLs. Parents of ELLs are invited to participate in the School Leadership Team and the Parent Association. We provide translation for parents of ELLs at all parent teacher conferences, SLT meetings and PA meetings. Teachers are expected to contact the parents of students monthly. At times telephone calls are conducted through a translator.

2. No

3. Parents articulate their needs through the SLT and PA meetings as well as through communication with school staff. The Parent Coordinator and/or PA president conduct a survey to assess the needs of parents.

4. The needs of the parents are addressed through written and oral feedback after their involvement in school activities. Additionally, parents voice their concerns to the parent coordinator.

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)										10	3	0	0	13
Intermediate(I)										17	18	4	6	45
Advanced (A)										1	9	5	0	15
Total	0	0	0	0	0	0	0	0	0	28	30	9	6	73

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										5	1	0	1
	A										3	7	7	1
	P										13	17	2	2
READING/ WRITING	B										6	1	0	0
	I										15	17	5	4
	A										1	7	4	0
	P										0	0	0	0

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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	1		0	
Math <u>algebra</u>	10		1	
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	5		3	
Physics				
Global History and Geography	8	3	0	3
US History and Government	4		0	
Foreign Language		6		6

New York State Regents Exam

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

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

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

1. We use the NYSESLAT, Acuity, PSAT, Periodic Assessments in Math and English, teacher generated formal and informal assessments, and RCT/Regents exams to determine students' literacy skills. The qualitative data that teachers gather on students gives them additional insight regarding students' strengths and weaknesses and helps inform instruction. This information is used in the development of the CEP.

2. The August 2010 NYSESLAT results for the General Education students indicate that for the ninth grade, four students scored at the Beginner level, eight scored at the Intermediate level, and four tested out. For the tenth grade, one student scored at the Beginner level, nine scored at the Intermediate level, two scored at the Advanced level and four tested out. For the eleventh grade, two students scored at the Intermediate level, five students scored at the Advanced level and one tested out. For the twelfth grade, two students scored at the

3. Our ELL students are academically stronger in Listening and Speaking. Deficiencies in Reading and Writing are addressed through school policies regarding writing across the curriculum and reading strategies to develop comprehension, even in physical education classes. All homework assignments include a reading and/or study component. As part of the day's schedule all students at the Intermediate level are required to do 20 minutes of independent reading.

4. Even though English Language Learners are tested in a separate location very few take advantage of the accommodations they are entitled to i.e. extended time, bilingual dictionaries, and copies of the Regents in Spanish. Last year three students took the Global History Regents in Spanish without success. Traditionally our students, mainstream as well as the ELLs, struggle with the Global and US history Regents.

Approximately 60% of our student body come from homes where English is not the primary language. Students come to us without the prerequisite skills to do high school work and pass the Regents exams. We continuously work to build skills in reading, writing, language development, vocabulary building, critical thinking, study skills, time management and academic English.

Our English Language Learners struggle with mastery of their own language, therefore, they are unable to transfer their literacy skills into English.

5. N.A.

6. Traditionally our ELLs test out by twelfth grade; they graduate high school and apply to college.

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.

Paste additional information here

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		2/2/11
	Assistant Principal		2/2/11
	Parent Coordinator		2/2/11
	ESL Teacher		2/2/11
	Parent		2/2/11
	Teacher/Subject Area		2/2/11
	Teacher/Subject Area		2/2/11
	Coach		
	Coach		
	Guidance Counselor		2/2/11
	Network Leader		2/2/11
	Other		