



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** FLUSHING HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q460

**PRINCIPAL:** CARL D. HUDSON, JR.      **EMAIL:** CHUDSON@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Carl D. Hudson, Jr.	*Principal or Designee	
Erin Flanagan	*UFT Chapter Leader or Designee	
John Doherty	*PA/PTA President or Designated Co-President	
Susan Sgambati	DC 37 Representative, if applicable	
Eric Yanez Keiyonia Williams	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Sports & Arts Foundation – Angel Perez	CBO Representative, if applicable	
Jessica Dimech	Member/UFT	
Agata Wudarczyk	Member/UFT	
Christine Hatami	Member/UFT	
Patricia Cuti	Member/CSA	
Brenda Jeffers	Member/PTA	
Cynthia Kennedy	Member/PTA	
	Member/	



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### Annual Goal #1

*By June 2012, Limited English Proficient, Students with Disabilities, Hispanic or Latino, and Economically Disadvantaged will demonstrate progress towards achieving state standards as measured by a 7% increase in those subgroups (paying close attention to SWD) at Level 3 & 4 on the NYS ELA assessment.*

### Comprehensive needs assessment

*After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the ENGLISH LANGUAGE ARTS assessment, except for the: ELL and SWD student groups in 2008-09; SWD student group in 2009-10; ELL, SWD, Hispanic or Latino, and Economically Disadvantaged student groups in 2010-11, which have underperformed all other student groups for those respective years. The SWD student group being the persistently lowest achieving group for the past three years. As a result, we have made progress for our SWD, ELL, Hispanic or Latino, & Economically Disadvantaged subgroups a priority goal this school year, paying close attention to the SWD sub-group.*

### Instructional strategies/activities

#### ACTIVITY #1

- a) On-going job-embedded Professional Development - PD will be given on the following topics: Interim assessments (summative and formative) to monitor and revise curriculum to integrate common core; use of student work and data to plan and set goals; further development of inquiry as teams of teachers with in the common planning period; curriculum mapping; instructional strategies centered around differentiation; instructional strategies centered around literacy development across all contents.
- b) Target Population(s): Teachers servicing ELL's, SWD's, ELA teachers and students in the ELL, SWD, Economically Disadvantaged, and Hispanic or Latino sub-groups.
- c) Responsible Staff Members: Assistant Principals for ELL's, SWD's, ELA, Master Teachers, ASCD Staff Developers (internal and external) and Data Specialist.
- d) Implementation TimeLine: September 2011 through May 2012

#### ACTIVITY #2

- a) The implementation of the Teacher Effectiveness Program – Teachers will be evaluated six times using a four-point scale based on research by Charlotte Danielson “A Framework for Teaching”. The evaluations will consist of four partial period observations which focus on specific domains scheduled throughout the year. The evaluations will consist of two full period observations which focus on all the domains scheduled throughout the year. Teacher observations will be entered into ARIS LEARN as a means to track trends and monitor professional development in a more meaningful and comprehensive manner. Teachers will receive a mid-year evaluation in which observation data will be reviewed in an effort to set professional goals and provide each teacher with an individualized professional development plan to enhance their practice. Close attention will be given to accountability student sub-groups.
- b) Target Population(s): ALL TEACHERS
- c) Responsible Staff Members: Principal and Assistant Principals of Supervision
- d) Implementation TimeLine: October 2011 through June 2012

### ACTIVITY #3

- a) A WHOLE school transformation into a SMALL LEARNING COMMUNITY High School – Flushing High School has been transformed into a Small Learning Community High school with six academies. The Health & Science Academy; The Thurgood Marshall Law Academy; The Business Entrepreneurship Academy; The International Diplomacy Academy; The Arts & Humanities Academy; and The Freshmen Platform Academy. At Flushing High School, professional development occurs on a regular basis, through newly created common planning time across all academies, meeting five times per week, through faculty, department, and SLC conferences, thorough pre and post observation conferences, through inter-visitations, and through inquiry discussions. It is clearly aligned with NYS academic learning standards, school curricula, and school improvement goals, and involves progress towards infusing the common core standards and using students' work/data to drive instruction.
- b) Target Population(s): ALL STAFF and STUDENTS
- c) Responsible Staff Members: Principal and Assistant Principals and Teacher Leaders
- d) Implementation TimeLine: September 2011 through June 2012

### ACTIVITY #4

- a) Credit SUPPORT and RECOVERY – Resources will be targeted to support students in meeting NYS proficiency learning standards. APEX will be used to provide students with additional opportunities to achieve mastery in past courses. The goal is to provide all students with opportunities to demonstrate proficiency in NYS learning standards across all content areas and recover past credit. CASTLE LEARNING will be used to enable students to achieve master in unit standards outlined in core content areas. A committee will consist of teachers from all content areas with the primary goal to develop ICU (individualized curriculum units) packets to support student learning in an on-going and consistent manner through-out the year.
- b) Target Population(s): ALL STUDENTS paying close attention to student subgroups taking MATHEMATICS and ELA courses
- c) Responsible Staff Members: Principal and Credit Support Committee – Select Teachers
- d) Implementation TimeLine: October 2011 through June 2012

### STEPS for Including Teachers in the Decision-Making Process:

- Teachers will meet in their designated common planning times five days a week to review student data/work gathered from in-class assessments.
- Uniform assessments will be administered four times a year, in addition to NYS Regents testing; November 2011, December 2011, March 2011, May 2011.
- Select teachers will participate in decision-making committee that directly impact school policy.
- More forums will be planned to provide teachers will additional opportunities state concerns.

### Strategies to increase parental involvement

- *A monthly PTA meeting that will be used as a forum to disseminate important information and provides parents with strategies that enables them to be partners in the academic development and achievement of their children. Our goal is to ensure that education is uninterrupted and continuous.*
- *A monthly calendar that provides parents with specific dates and times of events. A portion of the school website will be dedicated to parental involvement.*
- *A partnership with RAMAPO will be developed to provide parents with strategies on how to build positive relationships with their children and will be used to support a parent initiative towards developing and sustaining open and healthy lines of communication. Close attention will be paid to parents of SWD, ELL, Hispanic or Latino, and Economically Disadvantaged children.*

- *Flushing High School will coordinate two open houses as an effort to make the transition to high school smooth and uncomplicated for all parents.*
- *One of the many goals for our summer bridge program is to provide parents with workshops on the transition to high school and the transition out of high school. The summer bridge program will provide workshops to parents on the framework of college and career readiness and financial literacy.*
- *A parent coordinator will provide workshops throughout year on “How to Navigate through Pupil Path and ARIS?” Our goal is to provide parents with strategies on how to monitor their child’s academic progress, attendance and create open and consistent lines of communication with teachers and guidance counselors. The parent coordinator will ensure that the school messenger system is delivered in the preferred languages of our parents.*
- *An SES fair will be coordinated for all parents to provide information on the list of approved supplemental educational providers offered to students that qualify, according to the TITLE I regulations.*
- *Additional parent-teacher conferences will be held outside the mandated two per year. Each Small Learning Community will coordinate a parent-teacher conference to communicate the mission and devise an individualized educational plan for each student. Translation equipment will be used to effectively communicate with parents that speak a language other than English.*
- *A class will be offered to the parents of ELL students on learning English. The ESL for Adults Program will be offered to parents two days a week and Saturday.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers certified in ELA.*
- *The pupil personnel (payroll) secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines are met.*
- *Mentors are assigned to support struggling and un-qualified teachers.*
- *Information sessions are provided to the school community to provide insight to all teachers’ information on becoming dually certified in a specific content and special education and/or ESL.*
- *Documentation is given to un-qualified teachers that outline resources and/or courses that can be taken to become HQT.*
- *Professional Development opportunities are provided to un-qualified teachers to support un-qualified teachers as mechanism to achieve their goal.*

#### **Service and program coordination**

- *The school has established an after-school program that focuses on improving academics in all areas for students identified in the following sub-groups: ELL, SWD, Hispanic or Latino, and Economically Disadvantaged. The program takes into account student interest for each of the sub-groups and designs a study skills curriculum that meets both their interest and academic needs. The program is coordinated by the Sports & Arts foundation.*
- *A SAPIS worker is a part of the community to support academies as part of the school's efforts to improve attendance and develop a behavioral intervention plan for those students that need positive behavioral support in the following sub-groups; ELL, SWD's, Hispanic or Latino, and Economically Disadvantaged.*
- *AAFE (Asian Americans for Equality) is one of our partners assisting in carrying out the NYC College and Career Readiness initiative, focusing on ELL and SWD.*
- *Flushing High School has been transformed into a Small Learning Community High School to focus curriculum and classroom instruction around student interest and academic needs. The common planning times will be used by teachers to share best practices and dedicate extended learning time to students that need additional academic support.*
- *Master Teachers have been hired to improve the instructional capacity around differentiation strategies in ELA & ESL methodologies. One-on-one and job-embedded coaching will be used to support teachers, improving their instructional weaknesses and building on their instructional strengths. Charlotte Danielson's "A Framework For Teaching" serves as the research based material that will drive this work.*
- *A partnership has been developed with Classroom inc. to increase literacy skills in the 9<sup>th</sup> grade platform academies by integrating technology instruction into the ELA and Exploratory courses.*
- *A Saturday Academy program has been created to academically support LEP students in all subjects through the use NYS test preparation and portfolio assessments.*
- *Flushing High School will build a stronger partnership with NYC OELL by using Learning Village connect as a mechanism to support academic language development across all content areas for ELL students. Moreover, Flushing High School will utilize "Write To Learn" as a tool that ELL students can use to build background knowledge and activate prior knowledge in literacy.*
- *HSTW (High School That Work) is a partner this year that will assist Flushing High School in the full school implementation of being a Small Learning Community High School. The work will be centered around strengthening the professional collaborations in each SLC to support strategic school wide improvement plan with a focus on student performance. In teams, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.*
- *NYU – Metro Center is a partner that will provide teachers with professional development around the use of summative and formative assessments. These Assessments will serve as the main sources of data that will drive daily rigorous instruction. NYU will also provide professional development around the Common Core and assist Flushing High School in meeting the instructional expectations to engage all students in at least one argumentative literacy task and one mathematical modeling task.*
- *An Extended Day credit recovery program has been created to academically support all sub-groups in all subjects.*

- **Castle learning will be used by a selected committee for credit support to assist students in all sub-groups to achieve mastery in ELA so that they are on-track for graduation.**
- **A partnership with Lincoln Center – LEAD has been developed as an in-class theater residency program that pairs a teaching artist and a teacher of English Language Learners (ELLs). The program brings theater techniques into the classroom to bolster student confidence and skill in speaking English.**
- **A partnership with Lincoln Center – OPEN STAGES is a hands-on curriculum that uses theatre to enhance the powers of critical thinking and creative expression for teachers and students. Teachers receive professional development to use theatre to deepen student engagement and promote collaborative learning.**
- **A College Now program working closely with LaGuardia Community College. Flushing High School will continue to provide learning opportunities for all students to beyond high school by develop partnerships with post-secondary institutions.**
- **The Flushing High School YABC program is a top rated NYC evening high school program dedicated to providing students with additional ways to graduate with an advanced and/or regents' diploma.**
- **Flushing High School is a REACH school in which we encourage and promote students to enroll in advance placement courses to receive college credit. Additional support is provided to students to encourage the pursuit of academic excellence by achieving a 3 or higher on all AP exams taken.**
- **A partnership with the Sports and Arts In Schools Foundation, Inc. will provide academic support to all sub-groups to strengthen their academic skills of low-achieving students before and during their transition to high school, so that they are prepared for high school level work and post-secondary work.**
- **A partnership with IZONE – dedicated to use innovations in technology to increase instructional capacity across all content areas and improve academic achievement in ELA for all subgroups by using the following programs ACHIEVE 3000, APEX, AVENTA, NBC LEARN, & COMPASS LEARNING.**

#### **Budget and resources alignment**

**As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds as a Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:**

- **Teacher Per Session for after school programs and differentiated professional development. ( at least two days per week)**
- **Professional Instructional Materials to support curriculum development during the regular school day**
- **Consumable Instructional Materials for use during extended day and Saturday academy programs**
- **Supervisor Per Session the monitoring of after-school and Saturday academy programs. (at least two days per week)**
- **SIIG funds (ARRA) will be used to fulfill obligations designated in the three year Transformation Plan.**

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

***By June 2012, Limited English Proficient, Students with Disabilities, and Hispanic or Latino will demonstrate progress towards achieving state standards as measured by a 8%average increase in those subgroups at Level 3 & 4 on the NYS MATHEMATICS assessment.***

**Comprehensive needs assessment**

***After conducting a three-year trend analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the MATHEMATICS assessment, except for the: SWD student group in 2008-09; SWD student group in 2009-10; SWD, Hispanic or Latino, and Limited English Proficient student groups in 2010-11, which have underperformed all other student groups for those respective years. The SWD student group being the persistently lowest achieving group for the past three years. As a result, we have made progress for our SWD, ELL, Hispanic or Latino, & Economically Disadvantaged subgroups a priority goal this school year, paying close attention to the SWD sub-group.***

**Instructional strategies/activities**

**ACTIVITY #1**

- a) On-going job-embedded Professional Development - PD will be given on the following topics: Interim assessments (summative and formative) to monitor and revise curriculum to integrate common core; use of student work and data to plan and set goals; further development of inquiry as teams of teachers with in the common planning period; curriculum mapping; instructional strategies centered around differentiation; instructional strategies centered around literacy development across all contents.
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- d) Implementation TimeLine: September 2011 through May 2012

#### **ACTIVITY #2**

- a) The implementation of the Teacher Effectiveness Program – Teachers will be evaluated six times using a four-point scale based on research by Charlotte Danielson’s “A Framework for Teaching”. The evaluations will consist of four partial period observations which focus on specific domains scheduled throughout the year. The evaluations will consist of two full period observations which focus on all the domains scheduled throughout the year. Teacher observations will be entered into ARIS LEARN as a means to track trends and monitor professional development in a more meaningful and comprehensive manner. Teachers will receive a mid-year evaluation in which observation data will be reviewed in an effort to set professional goals to enhance their practice.
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#### **ACTIVITY #3**

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#### **Strategies to increase parental involvement**

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- *A Saturday Academy program has been created to academically support LEP students in all subjects through the use NYS test preparation and portfolio assessments.*
- *Flushing High School will build a stronger partnership with NYC OELL by using Learning Village connect as a mechanism to support academic language development across all content areas for ELL students. Moreover, Flushing High School will utilize "Write To Learn" as a tool that ELL students can use to build background knowledge and activate prior knowledge in literacy.*
- *HSTW (High School That Work) is a partner this year that will assist Flushing High School in the full school implementation of being a Small Learning Community High School. The work will be centered around strengthening the professional collaborations in each SLC to support strategic school wide improvement plan with a focus on student performance. In teams, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.*

- ***NYU – Metro Center is a partner that will provide teachers with professional development around the use of summative and formative assessments. These Assessments will serve as the main sources of data that will drive daily rigorous instruction. NYU will also provide professional development around the Common Core and assist Flushing High School in meeting the instructional expectations to engage all students in at least one argumentative literacy task and one mathematical modeling task.***
- ***An Extended Day credit recovery program has been created to academically support all sub-groups in all subjects.***
- ***Castle learning will be used by a selected committee for credit support to assist students in all sub-groups to achieve mastery in ELA so that they are on-track for graduation.***
- ***A partnership with Lincoln Center – LEAD has been developed as an in-class theater residency program that pairs a teaching artist and a teacher of English Language Learners (ELLs). The program brings theater techniques into the classroom to bolster student confidence and skill in speaking English.***
- ***A partnership with Lincoln Center – OPEN STAGES is a hands-on curriculum that uses theatre to enhance the powers of critical thinking and creative expression for teachers and students. Teachers receive professional development to use theatre to deepen student engagement and promote collaborative learning.***
- ***A College Now program working closely with LaGuardia Community College. Flushing High School will continue to provide learning opportunities for all students to beyond high school by develop partnerships with post-secondary institutions.***
- ***The Flushing High School YABC program is a top rated NYC evening high school program dedicated to providing students with additional ways to graduate with an advanced and/or regents' diploma.***
- ***Flushing High School is a REACH school in which we encourage and promote students to enroll in advance placement courses to receive college credit. Additional support is provided to students to encourage the pursuit of academic excellence by achieving a 3 or higher on all AP exams taken.***
- ***A partnership with the Sports and Arts In Schools Foundation, Inc. will provide academic support to all sub-groups to strengthen their academic skills of low-achieving students before and during their transition to high school, so that they are prepared for high school level work and post-secondary work.***
- ***A partnership with IZONE – dedicated to use innovations in technology to increase instructional capacity across all content areas and improve academic achievement in ELA for all subgroups by using the following programs ACHIEVE 3000, APEX, AVENTA, NBC LEARN, & COMPASS LEARNING.***

#### **Budget and resources alignment**

***As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds as a Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIIG Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:***

- ***Teacher Per Session for after school programs and differentiated professional development. ( at least two days per week)***
- ***Professional Instructional Materials to support curriculum development during the regular school day***
- ***Consumable Instructional Materials for use during extended day and Saturday academy programs***
- ***Supervisor Per Session the monitoring of after-school and Saturday academy programs. (at least two days per week)***

- *SIIG funds (ARRA) will be used to fulfill obligations designated in the three year Transformation Plan.*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

***By June 2012, the overall GRADUATION rate will increase by 5%.***

#### **Comprehensive needs assessment**

***After conducting a three-year trend analysis of school progress in graduation, it was determined that all student groups showed increases in progress in GRADUATION, except for the: SWD, Black or African American, and Limited English Proficiency student groups in 2007-08; SWD, Black or African American, Hispanic or Latino, LEP, and Economically Disadvantaged student groups in 2008-09; SWD and Black or African American student groups in 2009-10, which have underperformed all other student groups for those respective years. The SWD and Black or African American student groups being the persistently lowest achieving group for the past three years. As a result, we have made progress for our SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Black or African American subgroups a priority goal this school year, paying close attention to the SWD and Black or African American sub-groups.***

#### **Instructional strategies/activities**

##### **ACTIVITY #1**

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- b) Target Population(s): Teachers servicing ELL's, SWD's, ELA teachers and students in the ELL, SWD, Economically Disadvantaged, and Hispanic or Latino sub-groups.
- c) Responsible Staff Members: Assistant Principals for ELL's, SWD's, ELA, Master Teachers, ASCD Staff Developers (internal and external) and Data Specialist.
- d) Implementation TimeLine: September 2011 through May 2012

##### **ACTIVITY #2**

- a) The implementation of the Teacher Effectiveness Program – Teachers will be evaluated six times using a four-point scale based on research by Charlotte Danielson's "A Framework for Teaching". The evaluations will consist of four partial period observations which focus on specific domains scheduled throughout the year. The evaluations will consist of two full period observations which focus on all the domains scheduled throughout the year. Teacher observations will be entered into ARIS LEARN as a means to track trends and monitor professional development in a more meaningful and comprehensive manner. Teachers will receive a mid-year evaluation in which observation data will be reviewed in an effort to set professional goals to enhance their practice.
- b) Target Population(s): ALL TEACHERS
- c) Responsible Staff Members: Principal and Assistant Principals of Supervision
- d) Implementation TimeLine: October 2011 through June 2012

### **ACTIVITY #3**

- a) **A WHOLE school transformation into a Small Learning Community High School – Flushing High School has been transformed into a Small Learning Community High school with six academies. The Health & Science Academy; The Thurgood Marshall Law Academy; The Business Entrepreneurship Academy; The International Diplomacy Academy; The Arts & Humanities Academy; and The Freshmen Platform Academy. At Flushing High School, professional development occurs on a regular basis, through newly created common planning time across all academies, meeting five times per week, through faculty, department, and SLC conferences, thorough pre and post observation conferences, through inter-visitations, and through inquiry discussions. It is clearly aligned with NYS academic learning standards, school curricula, and school improvement goals, and involves progress towards infusing the common core standards and using students' work/data to drive instruction.**
- b) **Target Population(s): ALL STAFF and STUDENTS**
- c) **Responsible Staff Members: Principal and Assistant Principals and Teacher Leaders**
- d) **Implementation TimeLine: September 2011 through June 2012**

### **ACTIVITY #4**

- a) **Credit SUPPORT and RECOVERY – Resources will be targeted to support students in meeting NYS proficiency standards learning standards. APEX will be used to enable students to achieve mastery in past courses. The goal is to provide all students with opportunities to demonstrate proficiency in NYS learning standards across all content areas and recover past credit. CASTLE LEARNING will be used to enable students to achieve master in unit standards outlined in core content areas. A committee will consist of teachers from all content areas with the primary goal to develop ICU (individualized curriculum units) packets support student learning in an on-going and consistent manner.**
- b) **Target Population(s): ALL STUDENTS paying close attention to accountability student subgroups in MATHEMATICS and ELA courses**
- c) **Responsible Staff Members: Credit Support Committee – Select Teachers**
- d) **Implementation TimeLine: October 2011 through June 2012**

### **STEPS for Including Teachers in the Decision-Making Process:**

- **Teachers will meet in their designated common planning times five days a week to review student data/work gathered from in-class assessments.**
- **Uniform assessments will be administered four times a year, in addition to NYS Regents testing; November 2011, December 2011, March 2011, May 2011.**
- **Select teachers will participate in decision-making committee that directly impact school policy.**
- **More forums will be planned to provide teachers will additional opportunities voice concerns.**

### **Strategies to increase parental involvement**

- ***A monthly PTA meeting that will be used as a forum to disseminate important information and provides parents with strategies that enables them to be partners in the academic development and achievement of their children. Our goal is to ensure that education is uninterrupted and continuous.***
- ***A monthly calendar that provides parents with specific dates and times of events. A portion of the school website will be dedicated to parental involvement.***
- ***A partnership with RAMAPO will be developed to provide parents with strategies on how to build positive relationships with their children and will be used to support a parent initiative towards developing and sustaining open and healthy lines of communication. Close attention will be paid to parents of SWD, ELL, Hispanic or Latino, and Economically Disadvantaged children.***

- *Flushing High School will coordinate two open houses as an effort to make the transition to high school smooth and uncomplicated for all parents.*
- *One of the many goals for our summer bridge program is to provide parents with workshops on the transition to high school and the transition out of high school. The summer bridge program will provide workshops to parents on the framework of college and career readiness and financial literacy.*
- *A parent coordinator will provide workshops throughout year on “How to Navigate through Pupil Path?” Our goal is to provide parents with strategies on how to monitor their child’s academic progress, attendance and create open and consistent lines of communication with teachers and guidance counselors.*
- *An SES fair will be coordinated for all parents to provide information on the list of approved supplemental educational providers offered to students that qualify, according to the TITLE I regulations.*
- *Additional parent-teacher conferences will be held outside the mandated two per year. Each Small Learning Community will coordinate a parent-teacher conference to communicate the mission and devise an individualized educational plan for each student.*
- *A class will be offered to the parents of ELL students on learning English. The ESL for Adults Program will be offered to parents two days a week and Saturday.*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers certified in all areas or content areas.*
- *Information sessions are provided to the school community to provide insight to all teachers information on becoming Nationally Board Certified.*
- *The pupil personnel (payroll) secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines are met.*
- *Mentors are assigned to support struggling and un-qualified teachers.*
- *Documentation is given to un-qualified teachers that outline resources and/or courses that can be taken to become HQT.*
- *Professional Development opportunities are provided to un-qualified teachers to support un-qualified teachers as mechanism to achieve their goal.*

#### **Service and program coordination**

- *The school has established a after-school program that focuses on improving academics in all areas for students identified in the following sub-groups: ELL, SWD, Hispanic or Latino, and Economically Disadvantaged. The program takes into account student interest for each of the sub-*

*groups and designs a study skills curriculum that meets both their interest and academic needs. The program is coordinated by the Sports & Arts foundation.*

- *A SAPIS worker is a part of the community to support academies as part of the school's efforts to improve attendance and develop a behavioral intervention plan for those students that need positive behavioral support in the following sub-groups; ELL, SWD's, Hispanic or Latino, and Economically Disadvantaged.*
- *AAFE (Asian Americans for Equality) is one of our partners assisting in carrying out the NYC College and Career Readiness initiative, focusing on ELL and SWD.*
- *Flushing High School has been transformed into a Small Learning Community High School to focus curriculum and classroom instruction around student interest and academic needs. The common planning times will be used by teachers to share best practices and dedicate extended learning time to students that need additional academic support.*
- *Master Teachers have been hired to improve the instructional capacity around differentiation strategies in ELA & ESL methodologies. One-on-one and job-embedded coaching will be used to support teachers, improving their instructional weaknesses and building on their instructional strengths. Charlotte Danielson's "A Framework For Teaching" serves as the research based material that will drive this work.*
- *A partnership has been developed with Classroom inc. to increase literacy skills in the 9<sup>th</sup> grade platform academies by integrating technology instruction into the ELA and Exploratory courses.*
- *A Saturday Academy program has been created to academically support LEP students in all subjects through the use NYS test preparation and portfolio assessments.*
- *Flushing High School will build a stronger partnership with NYC OELL by using Learning Village connect as a mechanism to support academic language development across all content areas for ELL students. Moreover, Flushing High School will utilize "Write To Learn" as a tool that ELL students can use to build background knowledge and activate prior knowledge in literacy.*
- *HSTW (High School That Work) is a partner this year that will assist Flushing High School in the full school implementation of being a Small Learning Community High School. The work will be centered around strengthening the professional collaborations in each SLC to support strategic school wide improvement plan with a focus on student performance. In teams, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.*
- *NYU – Metro Center is a partner that will provide teachers with professional development around the use of summative and formative assessments. These Assessments will serve as the main sources of data that will drive daily rigorous instruction. NYU will also provide professional development around the Common Core and assist Flushing High School in meeting the instructional expectations to engage all students in at least one argumentative literacy task and one mathematical modeling task.*
- *An Extended Day credit recovery program has been created to academically support all sub-groups in all subjects.*
- *Castle learning will be used by a selected committee for credit support to assist students in all sub-groups to achieve mastery in ELA so that they are on-track for graduation.*

- *A partnership with Lincoln Center – LEAD has been developed as an in-class theater residency program that pairs a teaching artist and a teacher of English Language Learners (ELLs). The program brings theater techniques into the classroom to bolster student confidence and skill in speaking English.*
- *A partnership with Lincoln Center – OPEN STAGES is a hands-on curriculum that uses theatre to enhance the powers of critical thinking and creative expression for teachers and students. Teachers receive professional development to use theatre to deepen student engagement and promote collaborative learning.*
- *A College Now program working closely with LaGuardia Community College. Flushing High School will continue to provide learning opportunities for all students to beyond high school by develop partnerships with post-secondary institutions.*
- *The Flushing High School YABC program is a top rated NYC evening high school program dedicated to providing students with additional ways to graduate with an advanced and/or regents' diploma.*
- *Flushing High School is a REACH school in which we encourage and promote students to enroll in advance placement courses to receive college credit. Additional support is provided to students to encourage the pursuit of academic excellence by achieving a 3 or higher on all AP exams taken.*
- *A partnership with the Sports and Arts In Schools Foundation, Inc. will provide academic support to all sub-groups to strengthen their academic skills of low-achieving students before and during their transition to high school, so that they are prepared for high school level work and post-secondary work.*
- *A partnership with IZONE – dedicated to use innovations in technology to increase instructional capacity across all content areas and improve academic achievement in ELA for all subgroups by using the following programs ACHIEVE 3000, APEX, AVENTA, NBC LEARN, & COMPASS LEARNING.*

#### **Budget and resources alignment**

*As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and Local funds as a Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:*

- *Teacher Per Session for after school programs and differentiated professional development. ( at least two days per week)*
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## ANNUAL GOAL #4 AND ACTION PLAN

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

### Annual Goal #4

**By June 2012, the percentage of students earning a combined(accumulation of) 10 or more credits in MATHEMATICS, SOCIAL STUDIES, ENGLISH, SCIENCE, PHYSICAL EDUCATION, & an ELECTIVE course will increase by 12%, paying close attention to MATHEMATICS courses.**

### Comprehensive needs assessment

*After conducting a three-year trend analysis of student performance data on credit accumulation, it was determined that scholarship increased at a rate of 3% per year, whereas the scholarship in mathematics remained stagnant.*

### Instructional strategies/activities

#### ACTIVITY #1

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- ***SIIG funds (ARRA) will be used to fulfill obligations designated in the three year Transformation Plan.***

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	664	360	0	0	30	7	6	1
<b>10</b>	400	274	320	0	11	4	4	0
<b>11</b>	177	120	150	355	22	3	0	4
<b>12</b>	233	88	99	521	8	2	3	2

Name of Academic Intervention Services (AIS)	Description
ELA	ACHIEVE 3000; ONE-ON-ONE TUTORING; DOUBLE PERIOD 9 <sup>TH</sup> GRADE COURSES; SMALL CLASS SIZE; ROSETTA STONE; SATURDAY ACADEMY; TARGETED AFTER-SCHOOL TUTORING; EXTENDED DAY-SCHOOL; COMMON PLANNING SESSIONS; CLASSROOM INC.; CASTLE LEARNING
Mathematics	KHAN ACADEMY; CASTLE LEARNING; SMALL CLASS SIZE; SATURDAY ACADEMY; TARGETED AFTER-SCHOOL TUTORING; EXTENDED DAY-SCHOOL; ONE-ON-ONE TUTORING; TECHNOLOGY BASED INSTRUCTION; PORTFOLIO ASSESSMENT; ICU PACKETS; COMMON PLANNING SESSIONS;APEX; CASTLE LEARNING
Science	EXTENDED DAY-SCHOOL; AFTER-SCHOOL TUTORING; EXTENDED DAY-SCHOOL; LAB BASED INSTRUCTION; ONE-ON-ONE TUTORING; SMALL CLASS SIZE; PROJECT BASED LEARNING;SATURDAY SCHOOL; APEX; CASTLE LEARNING
Social Studies	DOUBLE PERIOD SECTIONS; SMALL CLASS SIZE; AFTER-SCHOOL TUTORING; EXTENDED DAY-SCHOOL; COMPASS LEARNING; APEX; CASTLE LEARNING;SATURDAY SCHOOL; ONE-ON-ONE TUTORING; PROJECT BASED LEARNING; AVENTA
At-risk Services provided by the Guidance Counselor	INDIVIDUAL; GROUP COUNSELING; NON-MANDATED INDIVIDULIZED EDUCATIONAL PLAN; POSITIVE BEHAVIOR MANAGEMENT SKILL TRAINING
At-risk Services provided by the School Psychologist	INDIVIDUAL; ANNUAL REVIEWS
At-risk Services provided by the Social Worker	HOME VISITS; INDIVIDUAL; GROUP COUNSELING
At-risk Health-related Services	N/A

### **PARENT INVOLVEMENT POLICY**

Flushing High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a Parent Involvement Policy to strengthen the connection between our school and the families with an eye toward supporting student achievement. The Policy is designed to keep parents informed by actively involving them in planning and decisions-making in support of the education of their children.

Flushing High School will support parents and families of Title I students by:

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

Furthermore, Flushing High School will increase and improve parent involvement and school quality by:

- Actively involving parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in Comprehensive Educational Plan.
- Engaging parents in a discussion regarding the required Title I set-aside funds and in the decision making process of how these funds will support parent involvement.
- Providing technical support as well as professional development so that parents play a more meaningful and vital leadership on school level committees.
- Maintaining and the funding the Parent Coordinator.
- Conducting parent workshops as identified by the Parents' Association and the administration.
- Providing workshops on understanding the various levels of accountability such as but not limited to Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report.
- Conducting the required Annual Title Parent Meeting on or before December 1<sup>st</sup> of each school year.
- Scheduling additional parent meetings as warranted such as a Curriculum Conference
- Translating all critical school documents and providing interpretation during meetings and events.
- Conducting an Annual Title I SES Provider Fair.

- Maintaining a Parent Resource Center-B10
- Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.
- Maintaining the school website: [www.flushinghighschool.org](http://www.flushinghighschool.org)

As agreed and approved on: \_\_\_\_\_

Principal's Signature:

\_\_\_\_\_  
Carl D. Hudson, Jr.

Title I Parent Representative Signature:

## *Flushing High School*

Carl D. Hudson, Jr. – Principal

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### Flushing High School Parent/Student Compact 2011-2012

**“We, the school, parents and students agree to work cooperatively and to share the responsibilities for improved academic achievements at the highest levels.”**

#### Flushing High School

**We understand:** the need to provide high quality curriculum and instruction consistent with State Standards to enable students to meet the State’s Standards and Assessments by

- using academic learning time efficiently.
- respecting cultural, racial and ethnic differences.
- providing instruction by high quality teachers.

**We understand:** the need to enhance home-school relationships and improve communication by

- conducting parent/teacher conferences each semester.
- convening a Title I Parent Annual Meeting.
- arranging additional meetings as needed and as appropriate respecting the rights of limited English proficient families to receive translated documents and interpretation services.
- providing parents will timely information regarding performance profiles and individual student assessment results.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

**We understand:** the need to provide reasonable access to staff by

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member.
- planning activities for parents during the school year.

**We understand:** the need to provide general support to parents by

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians.
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities.
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community

- supporting parental involvement activities as requested by parents through the use of Title I funds.

#### Parent/Guardian

**I understand:** that I must monitor my child’s attendance/arrival times and to inform the school of my child’s absence.

**I understand:** that I must ensure that my child is well rested and ready for learning both physically and emotionally.

**I understand:** that I will check and assist my child in completing homework and projects.

**I understand:** that I must participate in a meaningful way on various school wide committees.

**I understand:** that I am responsible for my child’s improved academic achievement.

**I understand:** that I must encourage my child to follow school rules and regulations and to discuss this compact.

**I understand:** that I must promote positive use of extracurricular times such as but not limited to extended day, clubs, and team sports.

**I understand:** that I must participate, as appropriate, in the decisions relating to my child’s education by

- communicating with my child’s teacher about educational needs and staying informed about their education by promptly reading and responding to all notices received from the school
- responding to surveys, feedback forms and notices when requested.
- Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact

#### Student

**I will attend school regularly and arrive on time.**

**I will** complete my homework and submit all assignments on time.

**I will** follow the schools rules and be responsible for my actions.

**I will** show respect for myself, other people and property

**I will** try to resolve disagreements and conflicts peacefully

**I will** always try my best to learn and to achieve at high academic levels.

Date: \_\_\_\_\_

We have received and read a copy of the FHS Parent/Student Compact. We will maintain an on-going vibrant and meaningful relationship with the school community. As a parent, I am aware that the Parent Teacher Association meetings are held on the third Wednesday of every month and that I will make every effort to attend.

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Parent's First Name and Last Name (Print)      Student's First Name and Last Name(Print)      Student's OSIS Number ( 9 digits)

\_\_\_\_\_ (Parent's Signature)  
\_\_\_\_\_ (Student's Signature)

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

School DBN: 25Q460 School Name: FLUSHING HIGH SCHOOL

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

**Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

**The area of school improvement identified in The New York State School Report Card for Flushing High School was ELA & MATH.**

**Flushing High School did NOT make AYP in the following sub-groups for ELA:**

- SWD (Students with Disabilities)
- Hispanic or Latino
- Limited English Proficient
- Economically Disadvantage

**Flushing High School did NOT make AYP in the following sub-groups for MATH:**

- SWD (Students with Disabilities)
- Hispanic or Latino
- Limited English Proficient

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**To address the area of need of improvement Flushing High School is going to implement the following strategies and activities as stated in our 2011-2012 CEP:**

**ACTIVITY #1**

- a) On-going job-embedded Professional Development - PD will be given on the following topics: Interim assessments (summative and formative) to monitor and revise curriculum to integrate common core; use of student work and data to plan and set goals; further development of inquiry as teams of teachers with in the common planning period; curriculum mapping; instructional strategies centered around differentiation; instructional strategies centered around literacy development across all contents.
- b) Target Population(s): Teachers servicing ELL's, SWD's, ELA teachers and students in the ELL, SWD, Economically Disadvantaged, and Hispanic or Latino sub-groups.
- c) Responsible Staff Members: Assistant Principals for ELL's, SWD's, ELA, Master Teachers, ASCD Staff Developers (internal and external) and Data Specialist.
- d) Implementation TimeLine: September 2011 through May 2012

**ACTIVITY #2**

- a) The implementation of the Teacher Effectiveness Program – Teachers will be evaluated six times using a four-point scale based on research by Charlotte Danielson "A Framework for Teaching". The evaluations

will consist of four partial period observations which focus on specific domains scheduled throughout the year. The evaluations will consist of two full period observations which focus on all the domains scheduled throughout the year. Teacher observations will be entered into ARIS LEARN as a means to track trends and monitor professional development in a more meaningful and comprehensive manner. Teachers will receive a mid-year evaluation in which observation data will be reviewed in an effort to set professional goals and provide each teacher with an individualized professional development plan to enhance their practice. Close attention will be given to accountability student sub-groups.

- b) Target Population(s): ALL TEACHERS
- c) Responsible Staff Members: Principal and Assistant Principals of Supervision
- d) Implementation TimeLine: October 2011 through June 2012

#### **ACTIVITY #3**

- a) A WHOLE school transformation into a SMALL LEARNING COMMUNITY High School – Flushing High School has been transformed into a Small Learning Community High school with six academies. The Health & Science Academy; The Thurgood Marshall Law Academy; The Business Entrepreneurship Academy; The International Diplomacy Academy; The Arts & Humanities Academy; and The Freshmen Platform Academy. At Flushing High School, professional development occurs on a regular basis, through newly created common planning time across all academies, meeting five times per week, through faculty, department, and SLC conferences, thorough pre and post observation conferences, through inter-visitations, and through inquiry discussions. It is clearly aligned with NYS academic learning standards, school curricula, and school improvement goals, and involves progress towards infusing the common core standards and using students' work/data to drive instruction.
- b) Target Population(s): ALL STAFF and STUDENTS
- c) Responsible Staff Members: Principal and Assistant Principals and Teacher Leaders
- d) Implementation TimeLine: September 2011 through June 2012

#### **ACTIVITY #4**

- a) Credit SUPPORT and RECOVERY – Resources will be targeted to support students in meeting NYS proficiency learning standards. APEX will be used to provide students with additional opportunities to achieve mastery in past courses. The goal is to provide all students with opportunities to demonstrate proficiency in NYS learning standards across all content areas and recover past credit. CASTLE LEARNING will be used to enable students to achieve master in unit standards outlined in core content areas. A committee will consist of teachers from all content areas with the primary goal to develop ICU (individualized curriculum units) packets to support student learning in an on-going and consistent manner through-out the year.
- b) Target Population(s): ALL STUDENTS paying close attention to student subgroups taking MATHEMATICS and ELA courses
- c) Responsible Staff Members: Principal and Credit Support Committee – Select Teachers
- d) Implementation TimeLine: October 2011 through June 2012

#### **STEPS for Including Teachers in the Decision-Making Process:**

- Teachers will meet in their designated common planning times five days a week to review student data/work gathered from in-class assessments.
- Uniform assessments will be administered four times a year, in addition to NYS Regents testing; November 2011, December 2011, March 2011, May 2011.
- Select teachers will participate in decision-making committee that directly impact school policy.
- More forums will be planned to provide teachers will additional opportunities state concerns.

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#### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

**The 10 percent Title I funds will be used for job-embedded professional development in Curriculum Mapping, Differentiation of Instruction, using research-based Instructional Strategies aligned to improving literacy across the curriculums with an emphasis in ELA & MATH, Common Core Learning Standards, & using student data(formative & summative assessments) to inform instruction and modify curriculum. This series of professional development will be facilitated by NYU-Metro Center, ASCD, and HSTW.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

**The consultants will meet with a select group of highly-Effective teachers in ELA & MATH, this will include but not be limited to MASTER TEACHERS(ELA-2, ESL, AP MATH, ISS) , TEACHER LEADERS, and TEACHERS evaluated as HIGHLY EFFECTIVE for two consecutive years. Consultants from NYU, ASCD, and HSTW will facilitate targeted professional development workshops to create a CCLS aligned curriculum in every subject, build capacity in differentiation, literacy based instructional strategies and using student data to inform instruction. Once the consultants have established that members have attained mastery in the listed plan, this select group will then meet with all ELA and MATH and ESL teachers during the common planning time, and/or at the end of school day to model effective teaching, co-construct lesson plans, and to share best practices.**

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.

**Flushing High School notified parents about the school's identification for school improvement in two ways. First, a letter was sent home in English and in Spanish. We used the Parent Notification Letter Template that was provided to us. Secondly, we informed parents during our PTA meeting on November 16<sup>th</sup>, 2011.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Amundsen/Selenikas</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>460</b>
School Name <b>Flushing High School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Carl D. Hudson, Jr.</b>	Assistant Principal <b>Dalia Benaissa/Gisele Morgan</b>
Coach <b>Debra Lavache</b>	Coach <b>Jianguang Liu</b>
ESL Teacher <b>Fortini Haritos</b>	Guidance Counselor <b>Francisca Goris</b>
Teacher/Subject Area <b>Eduardo Talero/Science</b>	Parent <b>John Doherty</b>
Teacher/Subject Area <b>Pedro Gil/Math</b>	Parent Coordinator <b>Mary Vacarr</b>
Related Service Provider <b>Zaida Munoz</b>	Other <b>Jenny Chen, Bilingual Chinese</b>
Network Leader <b>Vivian Selenikas</b>	Other <b>Diana Scalera</b>

### C. Teacher Qualifications [i](#)

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	<b>11</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>88</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3194</b>	Total Number of ELLs	<b>649</b>	ELLs as share of total student population (%)	<b>20.32%</b>
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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. The identification of ELLs takes place at the very first conversation the students and family speak with the school representatives, Mrs. Susan Fisher and Mrs. Gioconda Vargas. The over-the-counter secretaries identify if the students are first-time admit to the Department of Education or transfer from other city schools. The transfer students are referred to see the LAB-BESIS coordinator, Ms. Betty Solis (Spanish teacher) or ESL Coordinator, Mr. Jerry Liu (ESL teacher) who determines the proper ESL level of the students. In the case of first-time admits, Ms. Solis or Mr. Liu hands out the HLIS in the parent's preferred language. Ms. Solis or Mr. Liu gives the prescript informal oral interview to each new admit to determine if LAB-R will be administered. LAB-R, administered to all students with a home language code other than English, is followed by the Spanish LAB or Chinese test within 10 school days of a student's initial enrollment. The results of these tests are hand scored to determine the students' language levels. While the student is being tested in the office (Room 235), Ms. Solis or Mr. Liu provides the parents with an orientation meeting individually in the parents' preferred language or English. During the orientation meeting, parents watch the citywide parent orientation video in the language of their choice; receive an agenda and brochures of information in parents' native language about three different language programs available. (Copies of agenda and brochures in different languages are kept in file in the office (Room 235). Parents have the opportunity to ask questions about the three programs: Bilingual, Dual Language, and English as a Second Language. They are informed of the regulation that schools must form bilingual programs in NYC public schools when there are 20 students in a single grade in high school. Also, at the orientation meeting, parents complete the Parent Survey and Program Selection Form in the parent's preferred language, indicate their choice of program, TBE, DL, or ESL, and sign it. Ms. Solis and Mr. Liu review the survey form for accuracy and signature. After that, school places students in programs based on parents' choice. Flushing High School keeps an accurate and updated file in Room 235. Finally, Mr. Liu inputs information of the identification, testing, and parent choice into the ELPC screen in ATS. In case a parent cannot come to an orientation meeting, we send invitation letters (in parent's preferred language) to attend the parent orientation meeting. In addition, we make phone calls to ask parents to attend this meeting. In May each year, students are evaluated to determine their progress in the NYSESLAT test and the Spanish and Chinese tests. The school provides test preparation books for the NYSESLAT to all the ELLs. All the ESL teachers use the books to prepare the students for the test. The NYSESLAT test is given during the ESL classes on the frame dates assigned by the Department of Education. (The ESL teachers are the followed: Demetra Fasolakakis, Fortini Haritos, Susan Kendzierski, Fan Kong, Debra Lavache, Jerry Liu, Helenmarie Marconi, Valinie Naraine, Glen Paolantonio, and Bong Soon Yow.) All the ELLs listed in the RLAT report are scheduled to take the test and the new admits are added. Ms. Benaissa, Foreign Language A.P. Coordinates the test. The teachers receive training every year in order to be able to administer the test. All the four parts: Session 1 (Speaking), Session 2 (Listening), Session 3 (Reading) and Session 4 (Writing) of the test are scheduled according to the frame dates given by the State Education Department. There is a make-up date scheduled for each part of the test as well as a make-up date for all the parts together. The teachers are trained every year for the scoring of the Speaking and the Writing parts; the scoring takes place in the school.

2 There is an orientation meeting given by Mrs. Solís ( Spanish teacher) and Mr. Liu (ESL teacher). They show the parent orientation video in the parent’s preferred language(s). The parents are given an opportunity to ask questions after a brief overview of the three programs offered by the NYC public schools system (TBE, DL, and ESL). The parents are also informed that they can change the choice if they so wish afterwards. In the cases where the parents do not accompany the students, Mrs. Solís and Mr. Liu follow up with outreach appointment scheduled for the next day for the parent to come to the orientation meeting. We are very successful in getting the parent to come to the school for this meeting. If we ever have a case of a parent not coming, we will send a letter in the parent’s preferred language and at the same time scheduled a visit to the house.

3 At the beginning of the year, all the students that achieve proficiency in the NYSESLAT are given regular programs and the parents receive a letter in the parents’ preferred language(s) to congratulate them on their children’s success. These letters are sent by mail by Mrs. Solís and Mr. Liu within the first 10 days of the school year as mandated. We have kept a checklist to keep track of the records of all the letters sent to each student. This check list includes the copy of the HLIS and the Parent Survey and Program Selection Form. Each ELL student has an individual folder with records kept in Room 235. Any parent that requests for their child to remain in their program is given that opportunity. The parents of the students that continue in their programs receive a letter of continuation in the parent’s preferred language. Any parent that desires for the child to change program is given a placement of their choice. All the letters are sent by mail.

4 The usual scenario is that the parents of newly identified ELLs opt for the bilingual programs and the parents of children that are in the country for a few years or had the opportunity of exposure to the English language before opt for the ESL program. The placement of the student always honors parent’s requests. The placement takes place the first day of the school when the students are tested. At the same time, the parents are given the orientation meeting and they have the opportunity to choose their children’s program. We have maintained all these records in the individualized student folder in the office (Room 235). All this process takes place in the language of the parent’s choice. We have developed a translation service list, on which teachers who speak and write in foreign languages can be made available when occasions for translation arise. (Dr. Gil-Spanish, Mr. Batista-Spanish, Mr. Talero-Spanish, Cabanero, Erma –Philipino; Gurianu, Niculina- Rumanian; Jacquet, Thomas-Hatian; Mun, Hweeyong-Korean;Nguyen, Chan-Vietnamese;Pinkhasova, Yelena-Russian, Jenny Chen-Chinese, Fong Kong-Chinese, Jerry Liu-Chinese)

5 It’s noted that the trend for parent program choice at Flushing High School is that parents opt for Bilingual Chinese and Spanish for the newcomers and ESL for the students that are at or above intermediate level in English. Last year we started to notice parents’ curiosity about the Dual Language program. Mr. Hudson, principal of the school, is studying the possibility to start that program next year.

6 Flushing High School respects and honors all parents’ requests. So far, our school has offered a bilingual program in Spanish and a bilingual program in Chinese. ESL programs with different levels are provided to all identified ELLs. At the principal’s initiative, we are planning to launch the Dual Language program next year.

## 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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish/Chinese
Dual language program	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										125	101	96	70	392
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										92	48	40	38	218
<b>Total</b>	0	0	0	0	0	0	0	0	0	217	149	136	108	610

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	649	Newcomers (ELLs receiving service 0-3 years)	325	Special Education	114
SIFE	129	ELLs receiving service 4-6 years	142	Long-Term (completed 6 years)	7

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	282	21	6	101	37	15	7	3	4	390
Dual Language										0
ESL	41	2	0	43	16	16	133	7	66	217
<b>Total</b>	<b>323</b>	<b>23</b>	<b>6</b>	<b>144</b>	<b>53</b>	<b>31</b>	<b>140</b>	<b>10</b>	<b>70</b>	<b>607</b>

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										150	119	87	71	427
Chinese										51	30	41	24	146
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

**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	
French														0	
Korean														0	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
<b>TOTAL</b>	<b>0</b>	<b>201</b>	<b>149</b>	<b>128</b>	<b>95</b>	<b>573</b>									

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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										34	17	9	7	67
Chinese														0
Russian														0
Bengali										4			2	6
Urdu										3	1	2		6
Arabic											2		2	4
Haitian										2	1	1	1	5
French										2	1			3
Korean										5	1		5	11
Punjabi										2	1	1	1	5
Polish														0
Albanian														0
Other										18	1	6	1	26
<b>TOTAL</b>	<b>0</b>	<b>70</b>	<b>25</b>	<b>19</b>	<b>19</b>	<b>133</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instructional delivery to ELL's is presented in two forms: TBE and Freestanding ESL. Science, Mathematics, and Social Studies are taught to ELL's with a beginning proficiency level in their preferred language according to state compliance. These same students receive 675 minutes per week of ESL instruction. As students develop their English proficiency, the time allocated to native language learning shifts to English-language learning until the student is ready to enter an all English program. Ell students that achieve an intermediate

## A. Programming and Scheduling Information

proficiency level receive instruction for Science, Mathematics, and Social Studies in their preferred language. These same students receive 450 minutes per week of ESL instruction. Across time, Ells are taught language arts using a dynamic blen of NLA, ESL, and ELA. Ell students that achieve an advanced proficiency level receive instruction for Science, Mathematics, and Social Studies in their preferred language. These same students receive 225 minutes per week of ESL instruction and 225 minutes per week of ELA instruction. Course are taught in the following models; pushi-in(co-teaching), collaborative, and self-contained. ESL courses are taught in homogenous settings and content specific courses are taught in heterogenous settings.

2. Courses are coded in two ways: TBE and ESL content courses(Science, Social Studies, and Mathematics) are coded with the preferred language(spanish and chinese) and ESL instruction and students are placed in each according to their proficiency level and parent preference. Teachers are selected to teach each course based on their teaching license certification and push-in models are used based on the needs of the student population.

3. Mathematics, Science, and Social Studies content areas are delivered in each program model according to how they were coded. Students taking ESL coded courses receive instruction in english and student taking TBE coded courses receive instruction in both preferred language and english.

4. Student receive assessments in both their native language and english. Students receive dictionaries and translators.

5. ELL subgroups are differentiated accordingly: SIFE students receive more instructional time in literacy and skill development. Newcomers receive additional literacy skills instruction and extended time instruction. 4 to 6 year ELL's receive extended time instruction and Saturday Academy instruction. Long-Term ELL's are assessed and receive more targeted instruction and improve their skills that are necessary to increase their academic achievement.

6. Teachers receive technology instruction materials, such as: Compass Learn, APEX, Castle Learning & Learning Village to provide access to academic content areas and accelerate English Language Development.

7. Differentiated instructional strategies are used to meet the needs of students in least-restrictive environment. Students receive extended learning time in major content area courses and one-on-one tutoring. Students also receive online learning resources to meet the learning objectives of the areas of growth.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese/Spanish
Social Studies:	Chinese/Spanish
Math:	Chinese/Spanish
Science:	Chinese/Spanish

Class/Content Area	Language(s) of Instruction

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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



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

### B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. How do you ensure that ELL students are fully integrated into the school community?

## B. Programming and Scheduling Information--Continued

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

8. The targeted intervention services offered are one-on-one tutoring, Saturday Academy offering ELA, Social Studies, Mathematics, and Science skill development/support, small class size, and double period courses. ILEARN instructional strategies were offered to courses in the intermediate proficiency level.
9. The plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is the use of common planning time involving teachers that share these students to discuss best practices across content areas. Saturday Academy is used to support transitional programs for students reaching proficiency. Rosetta stone, Achieve(EMPOWER) 3000, and Learning Village will continued to be used.
10. Block programming/scheduling is being reviewed in other schools to determine how the outcomes will benefit FHS. More technology in the classroom will be used to develop innovative strategies to deliver instruction in all ESL and TBE classrooms. More PD around develop academic language across content areas.
11. N/A
12. All flyers and advertisements about school programs are translated in various(preferred) languages. Many programs are offered solely in native languages to celebrate diverse cultures and traditions. Adult ELL programs are offered after-school to teach English and offer financial literacy to assist parents in making decisions to reach post-secondary goals for their children. Saturday academy is offered to all ELL students for regents prep and extended time learning.
13. Rosetta Stone; Achieve 3000; LEAD; ILEARN; & Learning Village, WRite to Learn.
14. Native Language support is delivered in TBE & ESL to support literacy skills and the development of academic language in all content areas. Native language is delivered in the mandated number of minutes per week based on the proficiency level.
15. Required services support ELL's skill development and correspond to our ELL's skill deficiency.
16. A transition to high school program is offered to all list notice students. A college and career readiness program is offered to all ELL to improve literacy skills across content.
17. The language electives offered to ELL's include: Spanish, Chinese, Korean, and French.

## 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)?

N/A

## 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.

1-3.) Staff attends Jose P. training facilitated by the OELL - NYC DOE.

## 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?

Describe parent involvement in your schools including parents of ELL's?

Parental involvement at Flushing High School is very strong. The Parent Teacher Association (PTA) averages about 80 to 100 parents at every monthly meeting. Most parents that attend these monthly meetings are non English speaking. All parents that do not speak English are given a transmitter and headset that allows them to hear the translator .Our translators are Ms .Mackay-Petrelli, who is a licensed Spanish teacher, and Mr. Zhou who is a licensed Chinese teacher. This translation service has definitely increased the involvement of ELL parents. This service is used for workshops as well as any school based meetings, i.e. Pupil path workshops. An example of an informational meeting would be: Supplemental Educational Services (SES) evening.

Does the school partner with other agencies or Community based Organizations to provide workshops or services to ELL parents?

Yes, Flushing High School has partnered with many Community Based Organizations, including Asian Americans for Equality (AAFE), Sports and Arts Foundation, and South Asian Youth Action (SAYA). As the 2011-2012 school year has begun, we have already partnered to do two workshops for ELL parents, one on immigration and Citizenship and one on Financial Aid/Saving for College. In addition to partnering with our current CBO'S, Flushing High School will continue servicing it's ELL population by offering free ESL classes for adults.

How do you evaluate the needs of parents?

Parent needs are assessed at the end of every PTA meeting. Each meeting concludes with a Q&A segment. Parents are able to express their wants, needs and desires. Once Flushing High School is aware of parent issues and concerns, we are able to structure and based on our resources are able to meet those needs.

How do your parental involvement activities address the needs of parents?

Most of our parental involvement activities are based on parent requests and needs. For example, a Pupil Path workshop was given by the Parent Coordinator, it was there that it was determined that many parents do not have e-mail addresses. A workshop is now being devised to enable parents to acquire free e-mail addresses. This pupil path web-site enables parents to view report grades, attendance and their child's program on-line. The acquisition of this web-site was also based on parents needs. In addition, parents requested that the A.P. of Security come to a monthly PTA meeting and do a presentation on security and safety that too was done.

# 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)										86	59	40	18	203
Intermediate(I)										86	73	59	64	282
Advanced (A)										70	30	38	26	164
Total	0	0	0	0	0	0	0	0	0	242	162	137	108	649

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										31	25	23	9
	I										26	36	34	32
	A										42	28	23	27
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra		400		
Geometry	341			
Algebra 2/Trigonometry	115			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
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.

Question 1 - N/A

Question 2 - What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

(1) LAB-R is administered to ELLs who are new admits. From the LAB-R results, we can see the following pattern:

- Students who had no or little English instructions in their native countries tend to perform poorly on the test. They could not follow English directions, give oral response in English, or do reading passages. These students need to really learn English from the very beginning.
  - Students who were exposed to some English before coming to America generally fare well in reading and grammar sections on the LAB-R. They are weak in listening and speaking. These students are normally placed in the intermediate levels of ESL.
  - Students coming from countries where English is used for instructions in school subjects usually test out easily on LAB-R. Their overall English language abilities are high.
- (2) From NYSESLAT test, which is given in Spring, the following pattern can be observed.
- Students generally perform better in listening and speaking than in reading and writing across all grades and levels. This is especially the case with beginning and intermediate levels of ELLs.
  - Long-term ELLs usually pass the speaking and listening parts of the test, but fail the reading and writing parts. They need fine tuning their academic skills.
  - Ethnic background also plays a part in the result of the test. Generally, Spanish-speaking students outperform their Asian peers in listening and speaking skills while Asian students fare better in reading and writing.

Question 3 - How will patterns across NYSESLAT modalities—reading /writing and listening/speaking—affect instructional decisions?

For the beginning level of ELLs, we lay more emphasis on tasks that will engage students in active listening and speaking as well as reading and writing. Students receive three periods of English instruction each day, with focus on listening/speaking, reading, and writing respectively. Audio components such as CDs and computer programs are introduced to these beginners to enhance their language awareness or feelings.

For intermediate and advanced levels of ELLs, each student receives two periods of English. While continuing to improve students' listening and speaking skills, more stress is laid on reading and writing. Authentic texts and academic English are introduced into classrooms to raise the language proficiency of the advanced ELLs.

Question 4- For each program, answer the following: a. Examine student results. What are patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

After students receive one year of ESL instruction, their English will see a rapid progress, especially in listening and speaking. They begin to produce in English, and participate in discussions. Students continue to progress in four areas of English language. Long-term ELLs (five or more years of ESL), who can be found in higher grades (grade 11, grade 12) and in advanced levels of ESL, usually gain native-like fluency in English, but tend to be weak in reading and writing. They pass the listening/speaking part of the NYSESLAT but fail in

### Additional Information

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

N/A

## Part VI: LAP Assurances

School Name: <u>FHS</u>		School DBN: <u>460</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carl D. Hudson Jr.	Principal		1/1/01
Dalia Benaissa	Assistant Principal		1/1/01
Mary Vacarr	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Di Maggio/ Vivian Seleni	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25Q460** School Name: **Flushing High School**

Cluster: **Cluster 2** Network: **Network 2.02**

**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**

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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.

The RLER - NYC LAB/NYSESLAT report is used to inform staff of the intended preferred language for all students and parents. Every student is then sent a school based survey that certifies the language description on this report is in fact the preferred language of the parents. Parents are always offered the option to choose a preferred language of their choice based on the resources available to the school. Written notifications are provided to parents in both their preferred language and English. During the parent interview process-orientation, parents are surveyed to determine their preferred language and that information is documented and given to all teachers that communicate with that parent. All communication to parents from teachers is delivered in their preferred language.

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.

Parents prefer the language spoken in the home during written and oral communication from the school. The findings are discussed during the SLC common planning session. Every teacher participates in a common planning session as their professional period. All teachers that teach ELL students are given a document that identifies what language their parents prefer (this document is constantly updated). Teachers are also given a list of resources available to assist in making sure all written and oral communication is provided to parents in their preferred language.

## Part B: Strategies and Activities

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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.

Flushing High School uses the Department of Education's Translation and Interpretation Unit to translate parental letters and all other correspondence to parents. Teachers must submit all documentation to the parent coordinator two weeks in advance if they require the DOE's Translation and Interpretation unit to translate parental letters. During scheduled and unscheduled parent-teacher conferences a staff member is always on-call to translate during oral communication. The on-call personnel is located in the attendance and guidance office and deans office. There is approximately 7 Spanish translators and 1 Chinese translator and 1 Korean translator on-call at any given time.

All Verbal translations are done via the Williams Sound Translation Equipment. This equipment consists of 4 transmitters, 100 personal receivers and 100 headphones. This translation is done by teachers from the foreign language department and used during assembly programs and PTA conferences and/or at any time when communication to a large mass of non-english speakers.

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.

Flushing High School uses the Department of Education's Translation and Interpretation Unit to translate parental letters and all other correspondence to parents. Teachers must submit all documentation to the parent coordinator two weeks in advance if they require the DOE's Translation and Interpretation unit to translate parental letters. During scheduled and unscheduled parent-teacher conferences a staff member is always on-call to translate during oral communication. The on-call personnel is located in the attendance and guidance office and deans office. There is approximately 7 Spanish translators and 1 Chinese translator and 1 Korean translator on-call at any given time.

All Verbal translations are done via the Williams Sound Translation Equipment. This equipment consists of 4 transmitters, 100 personal receivers and 100 headphones. This translation is done by teachers from the foreign language department and used during assembly programs and PTA conferences and/or at any time when communication to a large mass of non-english speakers.

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>.

A welcome letter is given to all parents of ELL students that list the translation services provided to parents both in-school and out of school. Along with this letter, a copy of the Parent-Bill-of-Rights is provided to parents. At the entrance, parent coordinator office, attendance office, and selected counselors a copy of the Parent-Bill-of-Rights is displayed with the list of resources available, in various preferred languages.

The school safety plan is reviewed by the safety committee, the committee makes sure that Chancellor regulation A-663 is met and makes recommendations for updating procedures to ensure that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. One such procedure includes developing a protocol for teachers and staff members to follow in order to have written communication translated in the preferred language of the parent.

The Department of Education's website is provided to parents as a resource to provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Flushing High School	DBN: 25Q460
Cluster Leader: Charles Amundsen	Network Leader: Vivian Selenikas
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 649
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 11
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III Saturday Academy Program

A needs assessment is conducted on ALL(649) ELL students attending Flushing High School. Selected students that require credit recovery, skill development, and regents preparation will meet on Saturdays approximately 25 Saturday Sessions for the year. Each student will receive intensive instruction in ESL and ELA. Additionally, they will have a choice of two additional Regents Preparation courses in either Integrated Algebra, Geometry, Algebra II, US History, Global Studies, Living Environment, and Earth Science. A student may take a maximum of three classes. Classes begin at 8:30a.m. and end at 1:30p.m. Breakfast and Lunch will be served.

The ELA and ESL course that every student is required to take will focus on English Regents preparation and literacy skill development. Intensive practice of the skills needed for the four tasks on the English Regents will be given. A licensed ESL and ELA teacher will teach focus on ESL literacy development. Emphasis will be on the following literacy strategies designed to improve reading: (1) Development of fluency through modeling and direct feedback; intensive reading practice; pacing; expression; and chunking. (2) Vocabulary development via intensive reading and oral discussions; through encouraging students to experiment with words; by teaching word meanings and vocabulary acquisition strategies. (3) Comprehension through such techniques as rehearsing, elaborating, organizing, and monitoring. The tutorials in Global Studies and US History will be taught by licensed teachers of Social Studies who have been trained in ESL methodology, with a Master ESL teacher pushing-in to the tutorial course. Emphasis will be placed on the reading of documents and the writing of DBQs. Living Environment and Earth Science tutorials will be taught by licensed teachers of Biology and Physical science with extensive training in ESL methodology, with a Master ESL teacher pushing-in to the tutorial course. Emphasis will be placed on the common core college and career readiness anchor standard for reading #10 - Read and comprehend complex literary and informational texts independently and proficiently. Carefully designed lab experiments and scientific articles will enable learners to acquire content-related vocabulary and writing skills along with reading skills related to the reading of non-fiction. Integrated Algebra, Geometry, and Algebra II courses will be taught by licensed mathematics teacher with extensive training in ESL methodology, with a Master ESL teacher pushing-in to the tutorial course. Emphasis will be placed on common core aligned mathematical standard #3 - mathematical modeling. Modeling links classroom mathematics and statistics to everyday life, work, and decision-making.

Each tutorial will service students of mixed ability and grade level. Differentiation instructional strategies around readiness and interest will be used as effective instructional techniques to maintain classroom management and improve student academic outcomes. The language of instruction will be English, Spanish, and Chinese depending on the proficiency level of each student and student/parent choice in preferred language of instruction. Each teacher will receive extensive training in ESL methodology and the use of Learning Village as an instructional resource. Teachers will receive training on cooperating team teaching instructional model with a focus on common planning. The ESL Master Teacher will provide job-embedded professional development around the use of graphic organizers, language acquisition, and flexible grouping. A counselor will be available to review transcripts and

## Part B: Direct Instruction Supplemental Program Information

program each student accurately and efficiently.

All teachers will have access to computer labs and laptop carts and inclass overhead projectors with internet access. Research based material on differentiation and ESL methodology will be readily available for all teachers. Each teacher will have a personal laptop. Teachers will have access to Learning Village and Achieve 3000 and Write to Learn when applicable. Teacher will have access to copy machines and the school library. The curriculum used will be modified according to pacing and level of proficiency. Every student will be required to keep a portfolio and teachers will be trained in portfolio assessment techniques.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development is targeted for all staff responsible for the delivery of instruction and services to ELL's. The purpose of the training is to enhance teacher practice to improve student outcomes for all ELL and meet NYS AYP for the ELL subgroup.

Each teacher will receive professional development on the delivery of instruction and services to limited English proficient students in two or more of the following professional development opportunities:

- (1) Training for the implementation of the Learning Village Program
- (2) Use of the Ectaco Jetbook k-12 for ELL's
- (3) Differentiation Strategies
- (4) Jose P training provided by the NYC DOE OELL
- (5) Effective Classroom Practices for ELL's and Co-teaching model
- (6) Training for the implementation of the Write to Learn program
- (7) Achieve 3000, Compass Learning, APEX implementation training
- (8) Training for the implementation of the Rosetta Stone program
- (9) The use of formative and summative assessments to inform instruction, with a focus on Portfolio Assessment.

A total of six(10) one-hour and 30-minute trainings will be held throughout the year on Saturdays and during the school day and on the chancellor mandated professional development days. A total of three(3) full-day training sessions will be conducted throughout the year. Tentative dates are as follows: At least one training session will be conducted per month from October 2011 - June 2012. The provider will consist of an ASCD consultant, the Master ESL teacher, the ESL/ELA Assistant Principal, NYU-Metro Center, an Empower 3000 consultant, Tim Houston - Director of Business Development -Ectaco, Inc. and the NYC OELL.

**Part D: Parental Engagement Activities**

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

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

Begin description here: English language classes for parents will be given on Thursday from 6:00pm - 8:30pm & Saturday from 9:30am - 12:30pm. The purpose of this program is to provide the parents of ELL student with skills in speaking, listening, writing, and reading in the English language to serve as a support for ELL students and to ensure that learning English is uninterrupted and continuous in the home.

Classes will take place in a networked computer lab equipped with the Rosetta Stone Software. There will be a total of (30 or more) sessions which are offered at the same time as the classes in the Saturday Academy Program. Parents will have an opportunity to improve their English Language skills in the same lab as the after-school program. Parents will receive notifications through personalized invitations and flyers to sign-up for this opportunity in their preferred language and English. Parents will receive a phone master notification in their preferred language. The teacher will be a certified ESL teacher.

Parents will use translator equipment during parent-teacher conferences that will allow for uninterrupted communication with faculty and staff. A translator will be available on-site certified in Spanish & Chinese for oral communication at all times, inclusive of the Saturday Academy Program.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$	