



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES (FLAGS HIGH SCHOOL)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **07X520**

PRINCIPAL: **LEBA COLLINS-AUGONE**

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SUPERINTENDENT: **GERALDINE TAYLOR-BROWN**

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
<i>Leba Collins-Augone</i>	*Principal or Designee	
<i>Caitlin Dunne</i>	*UFT Chapter Leader or Designee	
<i>Luisa Caba</i>	*PA/PTA President or Designated Co-President	
<i>Wanda Ortíz</i>	DC 37 Representative, if applicable	
<i>Maxwell Agbodza Nana Danyansah</i>	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
<i>(Not Applicable)</i>	CBO Representative, if applicable	
<i>Janet Hughes</i>	Member/ <i>CSA</i>	
<i>Juana López</i>	Member/ <i>Parent</i>	
<i>Clarence Collins</i>	Member/ <i>Parent</i>	
<i>Candida Almonte</i>	Member/ <i>Parent</i>	
<i>Shánua Rodríguez</i>	Member/ <i>SLT Chair / UFT</i>	
<i>Vacancy</i>	Member/ <i>Parent</i>	
	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will increase by 10% the number of students in all student groups earning 10+ credits in their first year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Progress Report 2010-2011 – Credit Accumulation – 61.8% of students earned 10+ credits in first year (n = 68); School Report Card 2010-2011 – All student groups did not make Annual Yearly Progress (AYP) English Language Arts (ELA) / Mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) Strategies / Activities

- Professional development for teachers with a focus on best practices for ELLs, students with IEPs, student engagement, accountable talk, vocabulary building, skill building, differentiated instruction, rigorous academic work
- Tutoring after school and during the day
- Individual / group counseling
- Field trips
- Participation in service learning activities through Community Based Organizations and various external agencies
- School based extracurricular activities, i.e. Model UN, buildOn, Philosophy Club, Film Club, National Honor Society

b) Staff / Other Resources

- Teachers
- Assistant Principals
- Principal
- Network and Network Achievement Specialists
- Community Based Organization (CBO) Personnel / External Agencies
- Educational Paraprofessionals
- Itinerant Assistant Principals (Science, Pupil Personnel Services)
- Guidance Staff
- School Based Support Team (SBST)
- Parent Coordinator

c) Include Teachers in the Decision-Making

- Consultation at faculty and professional development conferences
- Professional workshops with CFN Achievement Specialists
- Teacher Team Meetings
- Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings

d) Timeline for Implementation

September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing materials and training to help parents effectively support and monitor their children's progress
- Fostering a caring and effective home-school partnership to improve their children's achievement level (English, Math, Technology)
- Providing training and support to parents by monitoring their children's academic progress on ARIS
- Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school's educational program and provide workshops and presentations on effective parenting skills

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Collaboration with Children First Network (CFN) Human Resources Partner**
- **Encourage teachers who teach one (1) course out of license to take the HOUSSE Survey**
- **Provide ongoing professional development for all teachers**
- **Immediate follow-up with teachers who have licensing issues**
- **Mentoring / Buddy System for new hires**
- **Direct assistance to teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Title I SWP funding is set aside to support the specific needs of students in temporary housing.**
- **Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I SWP**
- **C4E**
- **TLFSFHS**
- **TLCFN Support HS**
- **ARRA-RTTT Citywide Inst. Exp.**
- **Principal**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Educational Paraprofessionals**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all teachers will align instruction to the Common Core State Standards and develop one (1) literacy task and one (1) mathematics task based on these learning standards to engage all students in rigorous academic work as determined by administrators' observations and meetings with teachers.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Mandated citywide expectation for instruction**
- **School Report Card 2010-2011 – All student groups did not make AYP ELA / Mathematics**
- **Based on the performance series 2011-2012 for incoming ninth-grade students, the literacy level is below average for the goals**
- **The average completion rate for the remaining Regents is 32%**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **Strategies / Activities**
 - **Align the curriculum maps to the Common Core State Standards**
 - **Provide ninth grade students in the lowest third with double periods of ELA and Mathematics**
 - **Identify and share strategies to support differentiation of instruction for ELLs**
 - **Provide tutoring after school and during the day for all students**
 - **Professional development for all teachers with a focus on the Common Core State Standards, i.e. analyzing the tasks, looking at student work, surfacing the gaps, designing strategies to help students meet the standards**

b) Staff / Other Resources

- Teachers
- Assistant Principals
- Principal
- Network and Network Achievement Specialists
- Educational Paraprofessionals
- Itinerant Staff
- Guidance Staff
- SBST
- Parent Coordinator

c) Include Teachers in the Decision-Making

- Consultation at faculty and professional development conferences
- Professional workshops with CFN Achievement Specialists
- Teacher Team Meetings
- Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings

d) Timeline for Implementation

September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Correspondence to parents / guardians in English and Spanish
- School Leadership Team
- Targeted workshops for parents
- Parents' Association Meetings
- Parent-Teacher Conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Collaboration with CFN Human Resources Partner**
- **Encourage teachers who teach one (1) course out of license to take the HOUSSE Survey**
- **Provide ongoing professional development for all teachers**
- **Immediate follow-up with teachers who have licensing issues**
- **Mentoring / Buddy System for new hires**
- **Direct assistance to teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Title I SWP funding is set aside to support the specific needs of students in temporary housing.**
- **Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I SWP**
- **C4E**
- **TLFSFHS**
- **TLCFN Support HS**
- **ARRA-RTTT Citywide Inst. Exp.**
- **Principal**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Educational Paraprofessionals**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will increase by 10% the number of ELLs passing English as measured by students' scholarship reports.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Scholarship Report for 2010-2011 for English for ELLs**
 - **School Report Card 2010-2011 AYP not met for English**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **Strategies / Activities**
 - **Professional development for all teachers with a focus on best practices for ELLs, i.e. vocabulary building, differentiation of instruction (content, process, product), comparative learning groups, use of visuals / technology, scaffolding of instruction**
 - **Tutoring after school and during the day**
 - **Articulation with content area teachers**

b) Staff / Other Resources

- Teachers
- Assistant Principals
- Principal
- Network and Network Achievement Specialists
- Educational Paraprofessionals
- Itinerant Staff
- Guidance Staff
- SBST
- Parent Coordinator

c) Include Teachers in the Decision-Making

- Consultation at faculty and professional development conferences
- Offsite professional workshops
- Teacher Team Meetings
- Demonstration Lessons
- Classroom Intervisitations
- Review and Analysis of the NYSESLAT Scores

d) Timeline for Implementation

September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Correspondence to parents / guardians in English and Spanish
- School Leadership Team
- Targeted workshops for parents
- Parents' Association Meetings
- Parent-Teacher Conferences
- Parent workshops based on the assessed needs of the parents in the school site. These workshops may include parenting skills, ESL, and computer applications to build parent capacity to help their children at home
- Provide written and oral interpretations

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Collaboration with CFN Human Resources Partner**
- **Encourage teachers who teach one (1) course out of license to take the HOUSSE Survey**
- **Provide ongoing professional development for all teachers**
- **Immediate follow-up with teachers who have licensing issues**
- **Mentoring / Buddy System for new hires**
- **Direct assistance to teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Title I SWP funding is set aside to support the specific needs of students in temporary housing.**
- **Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I SWP**
- **Title I Translation SWP**
- **Title III LEP**
- **TL FSF HS**
- **TL Children First Network Support HS**
- **TL Translation Service**
- **C4E**
- **ARRA RTTT Citywide Inst. Exp.**
- **Principal**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Educational Paraprofessionals**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will increase by 10% the number of self-contained students who participate in at least one (1) general education core subject class as indicated by teachers' classroom rosters.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Progress Report 2010-2011**
 - **Citywide mandates to move students to the least restrictive environment**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **Strategies / Activities**
- **Articulation with related service providers**
 - **Articulation with general education core subject teachers**
 - **Use of technology as an assistive tool**
 - **Additional academic support, small group instruction**
 - **Implementation of the IEP**
 - **Tutoring after school and during the day**
 - **Identify and share strategies to support differentiation of instruction for self-contained students**

b) Staff / Other Resources

- Teachers
- Assistant Principals
- Principal
- Network and Network Achievement Specialists
- Educational Paraprofessionals
- Itinerant Staff
- Guidance Staff
- SBST
- Parent Coordinator

c) Include Teachers in the Decision-Making

- Consultation with teachers, administration, and SBST staff
- Professional Workshops
- Teacher Team Meetings
- Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings

**d) Timeline for Implementation
September 2011 – June 2012**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent participation is encouraged in all IEP conferences
- Written notification of IEP meetings
- Progress reports every marking period
- Parent-Teacher Conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Collaboration with CFN Human Resources Partner**
- **Encourage teachers who teach one (1) course out of license to take the HOUSSE Survey**
- **Provide ongoing professional development for all teachers**
- **Immediate follow-up with teachers who have licensing issues**
- **Mentoring / Buddy System for new hires**
- **Direct assistance to teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Title I SWP funding is set aside to support the specific needs of students in temporary housing.**
- **Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I SWP**
- **C4E**
- **ARRA RTTT Citywide Inst. Exp.**
- **IDEA IEP Para**
- **IDEA SBST Shared**
- **TL Children First Network Support HS**
- **TL FSF HS**
- **TL IEP Para**
- **TL Mandated Counseling Shared**
- **TL Mandated Speech Shared**
- **TL SBST Shared**
- **Principal**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Educational Paraprofessionals**
- **School Psychologist**
- **Related Service Providers**

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, we will improve teacher effectiveness and guidance practices in order to increase the passing rate for students in the lowest third and the number of students earning ten or more credits in the first year as determined by administrators' observation and meeting notes.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Progress Report 2010-2011 – 45% of students in the lowest third earned 10+ credits in the first year (n = 20).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a) Strategies / Activities

- **Professional development for teachers with a focus on best practices for struggling students (ELLs, SWDs, students with low academic performance)**
- **Focus on best practices for assisting students who are chronically absent / habitually late to class and / or school**
- **Personally track students in the lowest third regarding attendance, academic performance, credit accumulation, emotional / social status (teachers, administrators, guidance counselors, attendance teacher, family paraprofessional)**
- **Consistently apprise parents of academic progress of students in the lowest third via in person, written, and oral communication**
- **Encourage participation in academic intervention services including after school tutoring and summer school**
- **Involve students in the lowest third in a series of motivational and character building workshops**

b) Staff / Other Resources

- Teachers
- Administrators
- Guidance Counselors
- Attendance Teacher
- Family Paraprofessional
- Parent Coordinator

c) Include Teachers in the Decision-Making

- Consultation at faculty and professional development conferences
- Professional workshops with CFN Achievement Specialists
- Teacher Team Meetings
- Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings

d) Timeline for Implementation

September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing materials and training to help parents effectively support and monitor their children's progress
- Fostering a caring and effective home-school partnership to improve their children's achievement level (English, Math, Technology)
- Providing training and support to parents by monitoring their children's academic progress on ARIS
- Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school's educational program and provide workshops and presentations on effective parenting skills

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Collaboration with CFN Human Resources Partner**
- **Encourage teachers who teach one (1) course out of license to take the HOUSSE Survey**
- **Provide ongoing professional development for all teachers**
- **Immediate follow-up with teachers who have licensing issues**
- **Mentoring / Buddy System for new hires**
- **Direct assistance to teaching staff**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Title I SWP funding is set aside to support the specific needs of students in temporary housing.**
- **Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title I SWP**
- **C4E**
- **ARRA RTTT Citywide Inst. Exp.**
- **TL Children First Network Support HS**
- **TL FSF HS**
- **Principal**
- **Assistant Principals**
- **Guidance Counselors**
- **Teachers**
- **Educational Paraprofessionals**
- **School Psychologist**
- **Related Service Providers**

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	43	36	38	0	20	30	6	0
10	18	16	18	47	14	16	2	1
11	23	8	13	21	9	11	3	1
12	11	23	12	34	8	17	3	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • One-on-one tutoring during the school day and after school • Small group instruction during the school day and after school • Double-period for ELA 9th grade, Performance Levels 1 and 2, during the school day • Young American Writers' Program (after school) • Regents Preparation
Mathematics	<ul style="list-style-type: none"> • One-on-one tutoring during the school day and after school • Small group instruction during the school day and after school • Double-period for Mathematics 9th grade, Performance Levels 1 and 2, during the school day • Chess Club (after school) • Regents Preparation • Mathematics Elective
Science	<ul style="list-style-type: none"> • One-on-one tutoring during the school day and after school • Small group instruction during the school day and after school • Make-up labs during the school day and after school • Regents Preparation

<p>Social Studies</p>	<ul style="list-style-type: none"> ● One-on-one tutoring during the school day and after school ● Small group instruction during the school day and after school ● Model UN (after school and weekends) ● buildOn (after school and weekends) ● Regents Preparation ● Social Studies Elective
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> ● Individualized counseling before, during, and after school ● Small group counseling before, during, and after school ● External consultants ● Community Service: NY Cares, College Now, Summer Search (after school and on Saturdays) ● Health Awareness ● Class Visits ● Post-secondary Planning
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> ● Triennial Evaluations ● IEP meetings with parents, teachers, counselors, students, and administrators ● Classroom Observations ● Consultation with general education teachers ● Articulation / Liaison with the CSE
<p>At-risk Services provided by the Social Worker</p>	<p>External Agencies</p>
<p>At-risk Health-related Services</p>	<p>External Agencies</p>

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

- holding the required Title I Parent Annual meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118, and other applicable sections under the No Child Left Behind Act.
- actively involving parents in planning, reviewing, and improving the funded programs and parental involvement policy of the school.
- supporting level committees that include parents such as the School Leadership Team and the Parents' Association.
- providing written and oral translations of all critical documents and providing interpretation during meetings and events as needed.
- providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math, and use of technology.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- providing assistance to parents in understanding City, State, and Federal standards and assessments.
- sharing information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community.

FLAGS High School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents / guardians, including parents / guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parents' Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- maintain parent participation in school leadership teams.
- encourage parents to become trained volunteers through Learning Leaders.
- have written and verbal progress reports that are periodically given to keep parents abreast of their children's progress.
- provide materials and training to help parents effectively support and monitor their children's progress.
- foster a caring and effective home-school partnership to improve their children's achievement level (English, math, technology).
- provide training and support to parents in monitoring their children's academic progress on ARIS.
- schedule additional parent meetings with flexible times (morning / evening) to share information about the school's educational program and provide workshops and presentations on effective parenting skills.
- actively involve and engage parents in the planning, review, and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, and parenting skills.
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- support school-level committees that include parents who are members of the School Leadership Team, the Parents' Association, and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessment needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system, e.g. NCLB / State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference.
- hosting educational family events / activities during Parent-Teacher Conferences and throughout the school year.
- encouraging meaningful parent participation on School Leadership Teams, Parents' Association, and Title I Parent Committee.
- encouraging more parents to become trained school volunteers.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff, and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently.
- respecting cultural, racial, and ethnic differences.
- implementing a curriculum aligned to the Common Core State Learning Standards.
- offering high quality instruction in all content areas.
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- arranging additional meetings at other flexible times, e.g. morning, evening, and providing (if necessary and funds are available) transportation.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their child's education.
- providing information related to school and parent programs, meetings and other activities, to parents of participating children in a format and to the extent practicable in a language that parents can understand.
- involving parents in the planning process to review, evaluate, and improve the existing Title I programs, Parent Involvement Policy, and this Compact.
- providing parents with timely information regarding performance profiles and individual student assessment results for their child, and other pertinent individual school information.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English proficient parents.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member.
- arranging opportunities to observe / participate in classroom activities.
- planning activities for parents during the school year, e.g. Parent Teacher Conferences.

Provide general support to parents by:

- creating a safe, supportive, and effective learning community for students and a welcoming respectful environment for parents and guardians.
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).
- sharing and communicating best practices for effective communication, collaboration, and partnering with all members of the school community.
- supporting parental involvement activities as requested by parents.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

II. Parent / Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his / her age.
- check and assist my child in completing homework tasks, when necessary.
- talk with my child about his / her school activities every day.
- set limits to the amount of time my child watches television, plays video games, or uses the Internet.
- promote positive use of extracurricular time such as extended day learning opportunities, clubs, team sports, and / or quality family time.
- encourage my child to follow school rules and regulations and discuss this Compact with my child.
- volunteer in my child's school or assist from my home as time permits.
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about his / her education by prompting reading and responding to all notices received from the school or district.
- respond to surveys, feedback forms, and notices when requested.
- become involved in the development, implementation, evaluation, and revision to the Parent Involvement Policy and this Compact.
- participate in or request training offered by the school, district, central, and / or State Education Department to learn more about teaching and learning strategies whenever possible.
- take part in the school's Parents' Association or serve to the extent possible on advisory groups, e.g. Title I Parent Committees, School or District Leadership Teams.
- share responsibility for the improved academic achievement of my child.
- support the school's discipline policy and dress code.

- notify the school of all address and telephone changes.

III. Student Responsibilities

- attend school regularly and arrive on time.
- complete my homework and submit all assignments on time.
- follow school rules and be responsible for my actions.
- show respect for myself, other people, and property.
- try to resolve disagreements or conflicts peacefully.
- always try my best to learn.

**School In Need of Improvement
Addendum for Addressing
New York State Education Department AYP Accountability**

Annual Goal	To increase by 10 the number of students in Cohort 2012 scoring 65+ on the ELA Regents (January 2012 / June 2012 / August 2012).
Comprehensive Needs Assessment	School Report Card 2010-2011. All student groups, including Hispanic / Latino and economically disadvantaged did not make AYP for ELA.
Instructional Strategies / Activities	<ul style="list-style-type: none"> a) <u>Strategies / Activities</u> <ul style="list-style-type: none"> - Professional development for teachers with a focus on the skills necessary for passing the ELA Regents, i.e. vocabulary development, paragraph and essay writing, organization, analysis, critical thinking, and reading comprehension - Utilize differentiated instruction, i.e. content, process, and product - Provide tutoring after school and during the day - Provide individual / group counseling - Regents Preparation b) <u>Staff / Other Resources</u> <ul style="list-style-type: none"> - Teachers - Assistant Principals - Principal - Network and Network Achievement Specialists - Guidance Counselors c) <u>Include Teachers in the Decision-Making</u> <ul style="list-style-type: none"> - Consultation at faculty and professional development conferences - Professional workshops with CFN Achievement Specialists - Teacher Team Meetings - Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings d) <u>Timeline for Implementation</u> September 2011 – August 2012
	<p><u>Strategies to increase parental involvement</u></p> <ul style="list-style-type: none"> - Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress - Providing materials and training to help parents effectively support and monitor their children's progress - Fostering a caring and effective home-school partnership to improve their children's achievement level in English - Providing training and support to parents by monitoring their children's academic progress on ARIS - Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school's educational program and provide workshops and presentations on effective parenting skills

	<p><u>Strategies for attracting Highly Qualified Teachers (HQT)</u></p> <ul style="list-style-type: none"> - Collaboration with CFN Human Resources Partner - All ELA teachers are highly qualified - Provide ongoing professional development for all teachers - Immediate follow-up with teachers who have licensing issues - Mentoring / Buddy System for new hires - Direct assistance to teaching staff
	<p><u>Service and program coordination</u></p> <ul style="list-style-type: none"> - Title I SWP funding is set aside to support the specific needs of students in temporary housing - Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch
	<p><u>Budget and resources alignment</u></p> <ul style="list-style-type: none"> - Title I SWP - C4E - TLFSFHS - TLCFN Support HS - Title III LEP - ARRA-RTTT Citywide Inst. Exp. - Principal - Assistant Principals - Guidance Counselors - Teachers - Educational Paraprofessionals

**School In Need of Improvement
Addendum for Addressing
New York State Education Department AYP Accountability**

Annual Goal	To increase by 12 the number of students in Cohort 2012 scoring 65+ on the Mathematics Regents (January 2012 / June 2012 / August 2012).
Comprehensive Needs Assessment	School Report Card 2010-2011. All student groups, including Hispanic / Latino and economically disadvantaged did not make AYP for Mathematics.
Instructional Strategies / Activities	<ul style="list-style-type: none"> a) <u>Strategies / Activities</u> <ul style="list-style-type: none"> - Professional development for teachers that focuses on the skills necessary for passing the Mathematics Regents, i.e. higher order reasoning, reasoning abstractly and quantitatively, persevering in problem-solving, modeling with mathematics, using a calculator, attending to precision, etc. - Utilize differentiated instruction, i.e. content, process, and product - Provide tutoring after school and during the day - Provide individual / group counseling - Regents Preparation b) <u>Staff / Other Resources</u> <ul style="list-style-type: none"> - Teachers - Assistant Principals - Principal - Network and Network Achievement Specialists - Guidance Counselors c) <u>Include Teachers in the Decision-Making</u> <ul style="list-style-type: none"> - Consultation at faculty and professional development conferences - Professional workshops with CFN Achievement Specialists - Teacher Team Meetings - Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings d) <u>Timeline for Implementation</u> September 2011 – August 2012
	<p><u>Strategies to increase parental involvement</u></p> <ul style="list-style-type: none"> - Having written and verbal progress reports that are periodically given to keep parents abreast of their children’s progress - Providing materials and training to help parents effectively support and monitor their children’s progress - Fostering a caring and effective home-school partnership to improve their children’s achievement level in Mathematics - Providing training and support to parents by monitoring their children’s academic progress on ARIS - Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school’s educational program and provide workshops and presentations on effective parenting skills

	<p><u>Strategies for attracting Highly Qualified Teachers (HQT)</u></p> <ul style="list-style-type: none"> - Collaboration with CFN Human Resources Partner - All Mathematics teachers are highly qualified - Provide ongoing professional development for all teachers - Immediate follow-up with teachers who have licensing issues - Mentoring / Buddy System for new hires - Direct assistance to teaching staff
	<p><u>Service and program coordination</u></p> <ul style="list-style-type: none"> - Title I SWP funding is set aside to support the specific needs of students in temporary housing. - Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch.
	<p><u>Budget and resources alignment</u></p> <ul style="list-style-type: none"> - Title I SWP - C4E - TLFSFHS - TLCFN Support HS - Title III LEP - ARRA-RTTT Citywide Inst. Exp. - Principal - Assistant Principals - Guidance Counselors - Teachers - Educational Paraprofessionals

**FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
(FLAGS High School)
School In Need of Improvement
Addendum for Addressing
New York State Education Department AYP Accountability
2011 – 2012**

Annual Goal	To increase by 10 the number of students in Cohort 2012 scoring 65+ on the ELA Regents (January 2012 / June 2012 / August 2012).
Comprehensive Needs Assessment	School Report Card 2010-2011. All student groups, including Hispanic / Latino and economically disadvantaged did not make AYP for ELA.
Instructional Strategies / Activities	<ul style="list-style-type: none"> a) <u>Strategies / Activities</u> <ul style="list-style-type: none"> - Professional development for teachers with a focus on the skills necessary for passing the ELA Regents, i.e. vocabulary development, paragraph and essay writing, organization, analysis, critical thinking, and reading comprehension - Utilize differentiated instruction, i.e. content, process, and product - Provide tutoring after school and during the day - Provide individual / group counseling - Regents Preparation b) <u>Staff / Other Resources</u> <ul style="list-style-type: none"> - Teachers - Assistant Principals - Principal - Network and Network Achievement Specialists - Guidance Counselors c) <u>Include Teachers in the Decision-Making</u> <ul style="list-style-type: none"> - Consultation at faculty and professional development conferences - Professional workshops with CFN Achievement Specialists - Teacher Team Meetings - Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings d) <u>Timeline for Implementation</u> September 2011 – August 2012
	<p><u>Strategies to increase parental involvement</u></p> <ul style="list-style-type: none"> - Having written and verbal progress reports that are periodically given to keep parents abreast of their children’s progress - Providing materials and training to help parents effectively support and monitor their children’s progress - Fostering a caring and effective home-school partnership to improve their children’s achievement level in English - Providing training and support to parents by monitoring their children’s academic progress on ARIS - Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school’s educational program and provide workshops and presentations on effective parenting skills

	<p><u>Strategies for attracting Highly Qualified Teachers (HQT)</u></p> <ul style="list-style-type: none"> - Collaboration with CFN Human Resources Partner - All ELA teachers are highly qualified - Provide ongoing professional development for all teachers - Immediate follow-up with teachers who have licensing issues - Mentoring / Buddy System for new hires - Direct assistance to teaching staff
	<p><u>Service and program coordination</u></p> <ul style="list-style-type: none"> - Title I SWP funding is set aside to support the specific needs of students in temporary housing - Through Title I funding, approximately 95% of students receive free breakfast and free / reduced price lunch
	<p><u>Budget and resources alignment</u></p> <ul style="list-style-type: none"> - Title I SWP - C4E - TLFSFHS - TLCFN Support HS - Title III LEP - ARRA-RTTT Citywide Inst. Exp. - Principal - Assistant Principals - Guidance Counselors - Teachers - Educational Paraprofessionals - 2011-2012 Title I School Improvement Grant

**FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES
(FLAGS High School)
School In Need of Improvement
Addendum for Addressing
New York State Education Department AYP Accountability
2011 – 2012**

Annual Goal	To increase by 12 the number of students in Cohort 2012 scoring 65+ on the Mathematics Regents (January 2012 / June 2012 / August 2012).
Comprehensive Needs Assessment	School Report Card 2010-2011. All student groups, including Hispanic / Latino and economically disadvantaged did not make AYP for Mathematics.
Instructional Strategies / Activities	<ul style="list-style-type: none"> a) <u>Strategies / Activities</u> <ul style="list-style-type: none"> - Professional development for teachers that focuses on the skills necessary for passing the Mathematics Regents, i.e. higher order reasoning, reasoning abstractly and quantitatively, persevering in problem-solving, modeling with mathematics, using a calculator, attending to precision, etc. - Utilize differentiated instruction, i.e. content, process, and product - Provide tutoring after school and during the day - Provide individual / group counseling - Regents Preparation b) <u>Staff / Other Resources</u> <ul style="list-style-type: none"> - Teachers - Assistant Principals - Principal - Network and Network Achievement Specialists - Guidance Counselors c) <u>Include Teachers in the Decision-Making</u> <ul style="list-style-type: none"> - Consultation at faculty and professional development conferences - Professional workshops with CFN Achievement Specialists - Teacher Team Meetings - Share / Review instructional data with all staff as well as groups across disciplines and individual professional development meetings d) <u>Timeline for Implementation</u> September 2011 – August 2012

	<p><u>Strategies to increase parental involvement</u></p> <ul style="list-style-type: none"> - Having written and verbal progress reports that are periodically given to keep parents abreast of their children’s progress - Providing materials and training to help parents effectively support and monitor their children’s progress - Fostering a caring and effective home-school partnership to improve their children’s achievement level in Mathematics - Providing training and support to parents by monitoring their children’s academic progress on ARIS - Scheduling additional parent meetings with flexible times (morning / evening) to share information about the school’s educational program and provide workshops and presentations on effective parenting skills
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**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN94N206	District 07	Borough Bronx	School Number 520
School Name FLAGS High School			

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

Principal Leba Collins-Augone	Assistant Principal Ruth H. Serels
Coach type here	Coach type here
ESL Teacher Jacob McGuffin	Guidance Counselor Sandra Martin
Teacher/Subject Area Nancy Ferrone	Parent Luisa Caba
Teacher/Subject Area Allison Gentle	Parent Coordinator Donna Chung
Related Service Provider Alison Mikolovich	Other type here
Network Leader Jayne Godlewski	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	319	Total Number of ELLs	68	ELLs as share of total student population (%)	21.32%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Even though the transfer form identifies ELLs, our programmer checks ATS for LAB-R and/or NYSESLAT results to confirm and to ensure that all students are programmed correctly. Home Language Surveys are given to all students so that we have one on file. We administer the LAB-R to all eligible students within 10 days. The Assistant Principal hand scores the test to determine appropriate placement. Answer documents are submitted for scanning at appropriate times.

2. The guidance counselor notifies parents of newcomers of the program choices either at the intake interview or at an orientation session after the students have taken the LAB-R .

3. The Assistant Principal sends out entitlement letters. The Parent Survey and Program Selection form is given to all new ELL students at the beginning of the year. The guidance counselor helps with the outreach.

4. We offer a freestanding ESL program. ESL instruction is delivered as per CR Part 154 mandate regardless of grade. Beginner students, as determined through the NYSESLAT, receive a minimum of 12 periods a week for a total of 540 minutes a week. Intermediate students as determined through the NYSESLAT, receive ten periods (450 minutes) of ESL a week. Advanced students as determined through the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week. Students are mainstreamed for content area classes both for general education and special education. All written communication is sent bilingually, Spanish-English. A number of staff members are fluent in Spanish and/or French and serve as translators during meetings with parents.

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

In 2010-11, forty one (General Education and Resource Room) parents submitted the Parent Survey and Program Selection form. Thirty five parents chose Freestanding ESL as their number one choice. Five parents requested Transitional Bilingual Spanish Programs as their number one choice, two were already granted transfers. One student requested a bilingual Arabic program.

In 2011-12, a review of the cumulative folders of our list-notice and over the counter English Language Learners indicates that only two students have a Parent Survey and Program Selection form on file. One student requested a Dual Language Spanish Program as the number one choice and the other chose Transitional Bilingual Program. The one newcomer we have chose Freestanding ESL. We have sent the Parent Survey and Program Selection form home for parents to complete.

6. Yes, because all but the majority of our parent body has requested a Freestanding ESL program. Because we do not have twenty parents in a grade requesting a program other than Freestanding ESL, newcomers who choose Transitional Bilingual or Dual Language program as their number one choice are redirected.

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="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	19

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	27		5	22		7	19		13	68
Total	27	0	5	22	0	7	19	0	13	68

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	19	10	6	59
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1			1
Haitian														0
French											1		1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2	2		5
TOTAL	0	26	23	12	7	68								

Part IV: ELL Programming

A. Programming and Scheduling Information

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. Delivery of Instruction:

a) Instruction is departmentalized. We offer a freestanding ESL program.

b) ESL instruction is ungraded and delivered as per CR-Part 154 mandate. Students are mainstreamed for content area classes both for general education and special education

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

General Education Beginner students, as determined through the NYSESLAT, receive 12 periods a week for a total of 555 minutes a week. Special education Beginner students receive 5 periods (225 minutes) of ESL instruction a week from the ESL teacher and an additional 10 periods (450 minutes) of ESL instruction from a certified Special Education teacher with an international ESL license for a total of 690 minutes.

Intermediate students as determined through the NYSESLAT, receive ten periods (465 minutes) of ESL a week.

Advanced students as determined through the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week. Attendance for SWD-ELLs is entered in SESIS.

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

4. Students have the option of taking standardized exams in their native language.

5. Differentiate instruction for ELL subgroups

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

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

A. Programming and Scheduling Information

success.

c & d. The ESL teacher provides students with additional support targeting their deficiencies. Content area teachers differentiate instruction for ELLs by incorporating technology, manipulatives, graphic organizers, visual aids, one-to-one tutoring and or small group instruction during the day and after school. Students in Performance level 1 and in Mathematics are scheduled for a double period Mathematics class during the school day. Advanced 9th grade ELLs are scheduled for two periods of ELA in addition to their ESL class. This year we will be offering credit recovery during the school day and after school.

6. We provide ELL-SWDs with the support of a bilingual paraprofessional. We differentiate instruction in the self-contained classrooms for ELLs. We also provide one to one tutoring and/or small group tutorials during the day, before and after school. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental material to ensure the students' progress and success.

7. Whenever possible we place students in the least restrictive environment by providing opportunities for them to participate in general education classes. The Individual Education Plan (IEP) outlines the goals for special education students. The teachers of special education, in collaboration with the ESL instructors, discuss, prescribe and agree upon interventions to improve student performance. The special education staff works cooperatively to provide language support, engage parents in the decision-making process, and participate in discussions regarding the student's disability and evaluation process. All parties confer with each other in developing interdepartmental and school-wide interventions for ELLs. Every teacher has a copy of each student's I.E.P. enrolled in his/her class.

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

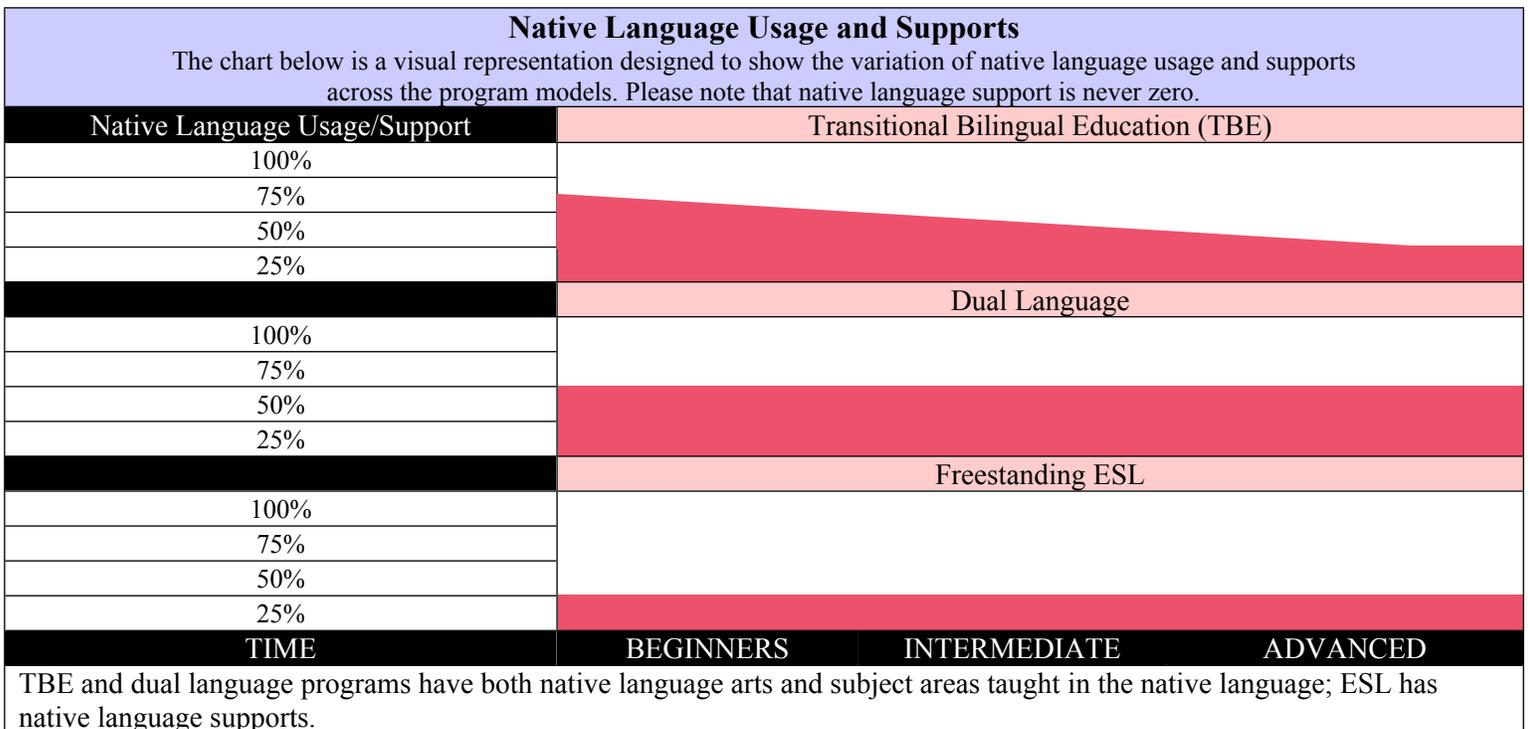
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	1			
Social Studies:	0			
Math:	0			
Science:	0			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



- | B. Programming and Scheduling Information--Continued |
|--|
| 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; |

B. Programming and Scheduling Information--Continued

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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. Small group instruction is provided. One to one tutoring is offered to ELLs during the day and after school in ELA, math, science and social studies. ELL students receive individualized counseling as needed. Ninth grade students in performance level one and two receive a double period of mathematics. We also offer credit recovery during the day. Whenever possible we place ELL-SWD students in the least restrictive environment by providing opportunities for them to participate in general education classes. The Individual Education Plan (IEP) outlines the goals for special education students. The teachers of special education, in collaboration with the ESL instructors, discuss prescribed and agreed upon interventions to improve student performance. The special education staff works cooperatively to provide language support, engage parents in the decision-making process, and participate in discussions regarding the student's disability and evaluation process. All parties confer with each other in developing interdepartmental and school-wide interventions for ELLs. Every teacher has a copy of each student's I.E.P. enrolled in his/her class.

ELL students are an integral part of our school and as such participate in all facets of school life: school performances, College Now, buildOn, Young American Writer's Project, Model UN, New York Cares, and the FLAGS High School Band.

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

10. We are unable to offer any new program due to our limited budget.

11. We are unable to offer multiple Native language classes due to budgetary constraints.

12. Our English Language Learners are an integral part of our student body and as such they participate in extracurricular activities. They are involved in all aspects of school life including but not limited to: resource room, National Honor Society, school performances, clubs, and during the school day and after school tutoring. Students are encouraged to take advantage of opportunities for academic support that offers assistance in all subjects during the day and after school.

13. Teachers are expected to differentiate instruction according to student interest, need and/or ability. They are encouraged to integrate technology in their lessons i.e. use of Smart Board, PowerPoint presentations, video clips, manipulatives such as calculators, adapting reading material to students' skill levels and using Internet websites to find appropriate materials for their students.

14. All Spanish speaking ELLs are assigned to a bilingual counselor. We also have a number of staff members who speak Spanish, French, and S enoufo.

15. Yes.

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

17. We offer Native Language Spanish.

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.
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17. We offer Native Language Spanish.

E. Parental Involvement

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

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

2. The Parent Coordinator partners with Community Based Organizations to provide services for parents of ELLs.

3. Parents articulate their needs through the SLT and PA meetings as well as through communication with school staff. The Parent Coordinator and/or PA president conducts a survey to assess the needs of parents. The Parent Coordinator partners with agencies, community-based organizations, and schools to provide services for parents of ELLs.

4. The needs of the parents are addressed through written and oral feedback regarding their involvement in school activities. Additionally, parents voice their concerns to the Parent Coordinator. Parents have been invited to participate in Saturday workshops designed to assist them in supporting the academic and social development of their children.

C. Schools with Dual Language Programs

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

Not Application

D. Professional Development and Support for School Staff

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

1. The principal, the assistant principals and the staff from our Network conduct workshops on a number of topics including, but not limited to, aligning instruction to the Common Core Standards, differentiating instruction, building reading comprehension skills, developing and enhancing writing skills, accountable talk, test taking strategies, ESL methodology, using data to inform instruction, and teaching techniques in the content areas.

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

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

D. Professional Development and Support for School Staff

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2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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2. The Parent Coordinator partners with Community Based Organizations to provide services for parents of ELLs.

3. Parents articulate their needs through the SLT and PA meetings as well as through communication with school staff. The Parent Coordinator and/or PA president conducts a survey to assess the needs of parents. The Parent Coordinator partners with agencies, community-based organizations, and schools to provide services for parents of ELLs.

4. The needs of the parents are addressed through written and oral feedback regarding their involvement in school activities. Additionally, parents voice their concerns to the Parent Coordinator. Parents have been invited to participate in Saturday workshops designed to assist them in supporting the academic and social development of their children.

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)										6	1	0	0	7
Intermediate(I)										12	18	7	1	38
Advanced (A)										6	4	2	5	17
Total	0	0	0	0	0	0	0	0	0	24	23	9	6	62

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

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

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

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

1.N/A

2. Students attain proficiency in speaking and listening before reading and writing. Many of our ELLs are deficient in their native language and therefore are challenged in reading, writing and grammar. Over one third of the ELL population are SWD who do not progress due to

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.

3. Teachers use visual aids and technology as an assistive tool, graphic organizers, pair/share and/or small group instruction, and adapted materials for ELLS. Students have the opportunity to demonstrate their knowledge and skills by making oral presentations, story boards, posters and working in cooperative learning groups.

4. a. In June 2011 the passing rate for all students was 76.84% and for ELLs it was 78.06%. The data indicates that ELLs struggle in Social Studies. They had a 58.49% passing rate compared to 69.83% for all students. The overall Regents exam passing rate was 41.59% for all students compared to 10.26% for ELLS. ELL students do not fare well on Regents examinations. Although English Language Learners are given the opportunity to take the Regents exams in Spanish or at least have a Spanish version side by side, the majority choose not to avail themselves of that opportunity because they have taken the courses in English. The students who took the exams in their native language did not fare significantly better than those who took the Regents exams in English.

b. We do not administer ELL periodic assessment.

c. We order the Math Periodic assessments in Spanish but most students choose to take the exam in English.

5. Not applicable

6. We evaluate the success of our ELL program by the credit accumulation, persistence from grade to grade and graduation rate. The majority of our general education English Language Learners attain proficiency by the 12th grade.

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		1	
Integrated Algebra	11		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1	2	0	1
Living Environment	7	2	2	1
Physics				
Global History and Geography	7	3	2	0
US History and Government	2	2	2	0
Foreign Language	3		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1.N/A

2. Student attainment of proficiency in listening and speaking skills. Mean score for ELLs on listening and speaking

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.

3. Teachers use visual aids and technology as an assistive tool, graphic organizers, pair/share and/or small group instruction, and adapted materials for ELLS. Students have the opportunity to demonstrate their knowledge and skills by making oral presentations, story boards, posters and working in cooperative learning groups.
4. a. In June 2011 the passing rate for all students was 76.84% and for ELLs it was 78.06%. The data indicates that ELLs struggle in Social Studies. They had a 58.49% passing rate compared to 69.83% for all students. The overall Regents exam passing rate was 41.59% for all students compared to 10.26% for ELLS. ELL students do not fare well on Regents examinations. Although English Language Learners are given the opportunity to take the Regents exams in Spanish or at least have a Spanish version side by side, the majority choose not to avail themselves of that opportunity because they have taken the courses in English. The students who took the exams in their native language did not fare significantly better than those who took the Regents exams in English.
- b. We do not administer ELL periodic assessment.
- c. We order the Math Periodic assessments in Spanish but most students choose to take the exam in English.
5. Not applicable
6. We evaluate the success of our ELL program by the credit accumulation, persistence from grade to grade and graduation rate. The majority of our general education English Language Learners attain proficiency by the 12th grade.

Part VI: LAP Assurances

School Name: <u>FLAGS High School</u>		School DBN: <u>520</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leba Collins-Augone	Principal		
Ruth H. Serels	Assistant Principal		
Donna Chung	Parent Coordinator		
Jacob McGuffin	ESL Teacher		
Luisa Caba	Parent		
Nancy Ferrone	Teacher/Subject Area		
Allison Gentle	Teacher/Subject Area		
	Coach		

School Name: FLAGS High School

School DBN: 520

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
Sandra Martin	Guidance Counselor		
Jayne Godlewski	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07x520 **School Name:** FLAGS High School

Cluster: 2 **Network:** CFN206

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

Part A: Needs Assessment Findings

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

We reviewed the following documents:

ATS RADP- New Admit List
Home Language Survey of over-the-counter students
RSS Ethnic Census Report
RPOB-POB/LAG/GEO Report

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

After examining the documents, we determined that 50% of our students live in homes where the dominant language is Spanish. We communicated the findings via Parents' Association meetings, School Leadership Team meetings, faculty conferences, Parent-Teacher conferences, and Student Government.

Part B: Strategies and Activities

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

We provide Spanish translation of:

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

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

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

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

We provide the following services:

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

We provide translation for the following:

- Parent's Association meetings
- School Leadership Team meetings
- Open Houses for prospective students
- Orientation for incoming students
- Academic outreach to inform parents of student progress by school personnel
- IEP conferences
- Compliance and Transition activities
- Senior night to inform parents of what is expected of candidates for graduation (completing graduation requirements/post secondary plans/senior activities)
- School activities to increase parent participation in the school and in the Parents' Association
- Academic and disciplinary conferences
- Parent-Teacher conferences

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

- The Principal
- An Assistant Principal
- A guidance counselor
- A family paraprofessional
- Three educational paraprofessionals
- Two secretaries
- Two school aides
- A health aide
- The SBST worker
- Approximately twelve percent of our teaching staff

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

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

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