



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q263

PRINCIPAL: LARA EVANGELISTA

EMAIL: LEVANGE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **JUAN MENDEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Lara Evangelista	*Principal/Chairperson	
Shweta Ratra	*UFT Chapter Leader	
Sui Hong Li	*PA/PTA President	
Maria Dumas	DC 37 Representative	
Juana Campos Jin Bin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michele Debono	Member/teacher	
Dulce Robles	Member/parent	
Jack Pescatello	Secretary/teacher	
Lily Vero	Member/teacher	
Hui Li	Member/parent	
Olinda Ortega	Member/parent	
Julio Montalvan	Member/parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From the 2011 ESCA report, page 6, recommendation 1: Instructional Rigor and Self-Guided learning for ELLs. “Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem-solving, and deeper content understanding, while fostering independence and choice required for more complex student activities such as reflective writing and portfolio creation, in a way that implants instructional practices that are culturally responsive to ELLs.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, the principal and assistant principal will conduct at least 6 informal observations of each classroom teacher, using the Internationals Network for Public Schools Classroom rubric, which highlights best practices for ELLs, with a particular focus on higher-level thinking in the project-based learning band of the rubric, so that at least 40% of teachers will show progress on the project-based instruction band of the rubric.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

In September, the Principal and AP will support instructional team leaders in facilitating the teachers on their team in self-assessing and developing individual goals using the INPS rubric during their team meetings. By October, teachers will develop their annual goals using the research-based Internationals Network classroom rubrics. The Literacy Coach will meet with teachers that need more targeted support in developing and achieving their goals. In October and November each teacher will meet with the Principal or AP to discuss and refine their goals. After which, the Principal and AP will develop a schedule for regular informal teacher observation.

Peer observations will give feedback on the goals developed from the INPS Classroom rubric. The Personnel Committee will develop a peer observation process incorporating the goals and the INPS rubric. The first peer observation will be completed by December, the second will be completed in the spring by the end of April.

The Personnel Committee will work with the Professional Development committee to develop at least 1 PD to facilitate the peer observation process. By February of 2013, the principal and assistant principal will have completed at least 3 informal observations of teachers and teachers will have completed a mid-year self-assessment.

In June of 2013, each teacher will have had six informal observations and the principal or assistant principal will meet with them to review their progress towards their goals.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Focus funds

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Focus funds will be used for professional development in developing goals and using the INPS rubric. In addition, the funds will be used to pay for teacher professional development to help teachers reach their goals and to pay teachers on the personnel committee and professional development committee to develop this year's peer observations and the use of the teacher evaluation rubric.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From the 2011 ESCA report, page 6, recommendation 1: Instructional Rigor and Self-Guided learning for ELLs. “Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem-solving, and deeper content understanding, while fostering independence and choice required for more complex student activities such as reflective writing and portfolio creation, in a way that implants instructional practices that are culturally responsive to ELLs.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By August of 2013, all teachers will have engaged with a team to create at least 2 units in Social Studies, ELA, Math, Science and the Arts aligned to the focus standards of the CCLS/NYCDOE Instructional Expectations and document student growth on the New York Performance Standards Consortium Rubrics. Ninety percent of students will pass their semester portfolios, where they present at least one of these units to a roundtable of teachers and students.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Teachers will meet weekly during common planning time in discipline teams to discuss the CCLS focus areas, analyze samples of student work, and develop rubrics and tasks aligned to the focus areas.

The professional development committee will develop school-wide PDs to support the work of the disciplines in this area.

Teachers will participate in CFN, Internationals and/or Performance Standards Consortium PDs related to the CCLS.

Students will present at least 1 task in both their February and June portfolio roundtables.

All disciplines will exam the tasks using the Experiential/Project Based Learning principle of the Internationals Rubric or Depth of Knowledge to assess the rigor of

the tasks. The results from the first task will be analyzed by February of the school year so that discipline teachers can work together to plan the task for the spring that addresses areas where students are struggling. They will again analyze the results after the spring task to plan next steps. In summer PD, they will use this information to plan vertically and horizontally for the coming year.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Focus funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I focus funds will be used to pay teacher per session for professional development around the CCLS and for discipline teams to meet to develop and analyze their common core tasks. We will be using curriculum and staff development money to pay the Internationals Network for Public School to do run a workshop on assessing higher level thinking and the Common Core.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On page 5 of our 2011-2012 School Quality Review for an area of improvement the following recommendation was given “consistently use data to set goals for both individual students and subgroups to guide in the improvement of teaching practices across all grades and subjects.”

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

 x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By August of 2013, 100% of teachers will be using a mastery-based assessment system with students.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

In the Fall, discipline teams will work on developing content and language learning goals for their projects and aligning them to standards. Administration will work with team leaders and discipline teams to support them in this work. PD will focus on developing strong learning goals and assessments tied to those learning goals. The Coordinating Council will work on revising our school grading policies to reflect this shift towards master-based grading.

By November, at least 2 of 5 of the instructional teams will pilot a mastery-based progress report to use with students. In December, teachers in the pilot will work with the PD committee to share and teach the rest of the staff about their experience.

By January, all teams will be use a mastery-based progress reports to communicate with students and families. The literacy coach and administration will target teachers who need additional support during the transition.

In the spring, discipline teams will refine and revise the learning goals they have developed and write them in student-friendly language so that there is more consistency across the school.

The PD committee will continue to support mastery-based assessment through the spring PDs and a staff retreat in late spring will give disciplines the opportunity to work on stronger vertical and horizontal alignment of learning goals.

Budget and resource alignment

• Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Focus funds

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I focus funds will be used to pay per session for ongoing professional development and for a 2-day retreat for staff, which will focus on reflecting on and strengthening the first year of this assessment system.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

In page 11 of the 2011-2012 School Learning Environment survey, 68% of the students said that students get into physical fights in our school “some of the time” and 44% said that students threaten or bully other students at our school “some of the time.”

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June of 2013, 80% of advisors will have trained their advisees in the community principles developed as a school last year and at least 50% of advisors will have engaged in some sort of restorative justice practice for their students (fairness committee, support circle, etc) using these principles.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

In September of 2012, the Community Principles developed as a school last year will be finalized and translated for students and families. The Student Support Liaison committee (SSLs) and the counseling department will work with team representatives to develop curriculum to introduce the Community Principles and our restorative justice practices to students in advisory.

The school social worker will work to support those advisors who are struggling to implement these activities with their students.

By November, advisors will have implemented these activities and the school counselor and social worker will work with teams during guidance meetings to train teachers in restorative justice techniques.

By February, at least ¼ of teachers on staff will have participated in at least 1 restorative justice activity for students – a support circle or fairness committee.

In the spring, based on teacher and student needs, SSLs and the counseling department will develop additional professional development in restorative justice for teachers.

A late- spring retreat will allow more staff to share and reflect on their experiences and conduct more in-depth training for advisors.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Focus funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I focus funds will be used to pay for professional development and training for staff and meeting time for the Student Support Committee and the counseling department who will be developing PDs on Restorative Justice to support teachers.

During spring parent-teacher conferences, the parent coordinator will organize student and parent volunteers (who were trained in the January workshop) to help facilitate families in logging in to the software to review their child's progress as they wait to meet with teachers.

Advisors will work with their student advisees to continue to login throughout the spring to check on their progress.

Budget and resource alignment

• Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title I Focus funds

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will use Title I Focus funds to purchase Jumprope Grading Software and pay teacher per session for training for teachers. We will also use non-contractual services/parent involvement funds to create workshops for families, send mailings and translate materials for families.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Recent immigrant English Language Learners receive after- and before- school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.</p>	<p>Students' language is developed in all content areas classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now, musical ensemble, Science Challenge, Writing Center, Yearbook, Multicultural Student Squad, Tech Squad.</p>	<p>All students who require extra support for the ELA exam receive before- and after- school Regents prep, Saturday review class or during an intervention class that meets 3X per week.</p>
Mathematics	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. In addition, students use the</p>	<p>Small group, individual tutoring and ilearn</p>	<p>All students who require extra support for the Integrated Regents exam receive before- and after-school Regents prep, Saturday review class or during an intervention class that meets 3X per week.</p>

	ilearn platform for extra support.		
Science	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Before- and after-school tutoring for our most recent immigrant ELL students. Students who require additional preparation for the Living Environment Regents exam will receive small group tutoring before or after school or during lunch-time study sessions.</p>	<p>Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school opportunities for students are offered for students who need additional support in completing mandated Regents lab experiments.</p>	<p>All students who require extra support for the Living Environment exam receive before- and after-school Regents prep or during an intervention class that meets 3X per week.</p>
Social Studies	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Before- and after-school tutoring for our most recent immigrant ELL students.</p>	<p>Skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers.</p>	<p>Students who require additional preparation for the Global Studies and United States History Regents are offered a 3X per week intervention course and/or after-school or Saturday review classes.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling</p>	<p>Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success.</p>	<p>Before or after-school, lunchtime and advisory sessions.</p>

	<p>outside of school.</p> <p>Counselors also meet with teachers weekly to help develop strategies to support at-risk students in class</p> <p>Provided by guidance counselor, social workers, and teaching staff, including condom availability and individual counseling on health-related issues.</p> <p>Health topics are also an integral part of the school's advisory program.</p> <p>School nurse also provides health-related services.</p>	<p>Small group and individual counseling available as needed.</p>	
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

FIHS recruits highly qualified teaching candidates through both the NYCDOE Open Market system and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. Our network also has its own in-house student apprentice program, I-START, in which the certification program curriculum (developed in conjunction with Long Island University) and student teaching practicum are aligned with the pedagogical philosophy of the Internationals Network for Public Schools, called the Internationals Approach. All I-START teachers-in-training work side-by-side with a mentor teacher in an International High School throughout their apprenticeship year. By the end of the year, they are deemed eligible by the NYCDOE to work as full-time teachers within the public school system. Many of these new teachers find positions within on the city's 15 International High Schools. Through this innovative program, the International High Schools "train their own" new teachers. FIHS has 3 teachers who were first ISTART apprentices at the school.

FIHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus. Our Literacy Coach provides targeted professional development for all new teachers and other teachers on a case-by-case basis. The Coordinating Council, FIHS' ruling body, is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, disciplines, administration, standing committees, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: weekly subject area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet and follow protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the INPS rubric. Teachers also meet in their teams weekly in order to discuss student progress. They examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each team contains at least one ESL-certified teacher, each team member, regardless of subject area certification, learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher intervisitations (peer observations at various IHSs).

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, 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;

Our 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 Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Anselmi-Rello/Kerr	District 25	Borough Queens	School Number 263
School Name The Flushing International High School			

B. Language Allocation Policy Team Composition

Principal Lara Evangelista	Assistant Principal
Coach Grace Raffaele	Coach Kevin Hesseltine
ESL Teacher Erin Dowding	Guidance Counselor Toni Mendoza
Teacher/Subject Area Virginia Benayou/ESL	Parent Dulce Robles
Teacher/Subject Area Katie Strauss/ESL	Parent Coordinator Yessenia Ortiz-Gavilanes
Related Service Provider type here	Other Anthony Finney/Science
Network Leader Cyndi Kerr	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	10	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	425	Total Number of ELLs	377	ELLs as share of total student population (%)	88.71%
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Part II: ELL Identification Process

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

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

1. All students admitted to The Flushing International High School from a New York City junior high school are recently arrived immigrants who have scored below the cut-off rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS our Guidance Counselor, Toni Mendoza, who is also a certified ESL teacher. She then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner. Toni administers the HLIS and conducts the informal interview in Spanish herself since she has a bilingual extension or with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Chinese, Korean. New admits then take the LAB-R within ten days of admission. Toni Mendoza administers the Spanish Lab to Spanish-speaking students within that same time frame. Certified ESL pedagogues, Erin Dowding or Katie Strauss, administer the LAB-R. Our ELL Coordinator, Kevin Hesseltine, monitors the intake process including the administration of the LAB-R and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students' native languages. In addition to Spanish, Mandarin, and Korean. pedagogues on staff speak French, Russian, Hindi, Tagalog, Portuguese, Italian, Japanese, and Cantonese. In other instances, we utilize the NYC DOE's Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Kevin Hesseltine prints out the RLAT and RLER(for very recent new admits) reports to determine eligibility. Since the vast majority of our students are eligible to take the exam, Kevin works with all of our ESL teachers to give the Reading, Writing and Listening one instructional team at a time over a period of 5 days in May. Students who are no longer ELLs are pulled out and given assignments by their classroom teachers. These same lists are distributed to the ESL teachers on each instructional team to ensure that over the period of a month that the Speaking section is administered to them. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

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

- After completion of the HLIS and informal interview, parents of newly enrolled students are immediately offered the opportunity to see the video and are given a brochure, in the appropriate native language if available, when they enroll their child. Ms. Mendoza presents each of the programs and the research on it. Then, she is available to answer any questions on the programs. A staff member who speaks the family's native language is available to answer questions. Once questions have been satisfactorily answered, parents complete the Program Choice forms. If a parent is not able to attend this meeting, they are invited to attend a series of ongoing meetings we hold once a week during the busy enrollment period and then as needed to ensure that the families of new admits see the video within 10 days.

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Copies of the forms are kept in the office and are

regularly updated by office staff on an Excel sheet. The ELL coordinator, Kevin Hesseltine, routinely analyzes our Parent Choice Forms for trends and would work with the parent coordinator and our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available.

3. As Program Selection forms and parent surveys are submitted to our Guidance Counselor Toni Mendoza, copies are made and originals are filed in students' cumulative folders. Our office staff keeps and maintains the copies in a binder in the main office. A check-list of all new students are kept in the folder and students are checked off by our family worker to ensure that the Program Selection forms and surveys are returned. The ELL coordinator periodically reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form.

Toni Mendoza, our guidance counselor and ESL-certified teacher, is responsible for the entitlement letters. She with the assistance of Parent Coordinator Yessenia Ortiz-Gavilanes, mails home to parents the entitlement letter once the Lab-R is scored. The student is then immediately placed in the proper program. The ELL coordinator and Toni, with assistance from Yessenia, ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the main office.

4. Our schools use a language development model similar to sheltered instruction, the Internationals Approach, which is classified as an ESL instructional program by the DOE. We place our students in our ESL program based on our parents request through the Program Selection Forms; consequently, all of our ELLs are in an ESL instructional program. Parents who requested TBE or Bilingual are informed that they will be contacted if we have the numbers to open one up. We also offer to help them if they want to find another kind of program. New parents receive a letter with a copy of the students' program and several orientations to our program are held throughout the month of September. Continued entitlement letters are sent to students who continued to be eligible for ELL services. All correspondence is copied and maintained in a binder in the main office.

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

5. Our schools use a language development model similar to a sheltered instruction model, the Internationals Approach, which is classified as a Free-Standing ESL instructional program by the DOE. Our parents have overwhelmingly requested Free-Standing ESL. Kevin Hesseltine, the ELL coordinator regularly monitors the program selection choices to monitor trends in parent choice. This year we admitted 22 new admits who were eligible for ELL services. All of them chose Free-standing ESL.

6. The program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. If we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. As noted in question 5, most parents have requested ESL, which is what we offer at our school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										93	104	98	82	377
Push-In														0
Total	0	0	0	0	0	0	0	0	0	93	104	98	82	377

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	377	Newcomers (ELLs receiving service 0-3 years)	304	Special Education	6
SIFE	47	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	304	9	4	67	30	1	6	3	1		377
Total	304	9	4	67	30	1	6	3	1		377

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

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
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 L	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										21	32	35	36	124
Chinese										59	62	54	35	210
Russian										2				2
Bengali											1		2	3
Urdu											1			1
Arabic										2	2			4
Haitian										1	1			2
French										2	2	2	6	12
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										6	4	7	3	20
TOTAL	0	93	105	98	82	378								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

2. All students are carefully programmed to be certain they have the mandated number of ESL and ELA instructional minutes each year through the teachers on their team. Each instructional team includes at least one teacher who is licensed in ESL; in addition, the content area teachers are trained extensively in language development and ESL methodologies through a variety of mechanisms which are outlined below. A number of teachers are dually certified as well. All of this helps to assure that beginners receive the mandated 540 ESL minutes per week, intermediates receive the mandated 360 ESL minutes per week and advanced students receive the mandated 180 ESL minutes and ELA minutes per week.

3. All students take math, science, social studies, arts, and ESL and/or English every year. The Internationals approach is similar to a sheltered instruction model in that content area teachers have an understanding, training and background in teaching ELLs. Because students are on a team with an interdisciplinary team of teachers, the team works together to develop curriculum and materials for their ELL students. The ESL teacher on the team provides support in the scaffolding of the work and in incorporating the content of other classes into their language class as a means of additional support. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. A variety of English and native language texts are used in the classrooms and many projects incorporate a native language component.

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

4. Students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab.

A. Programming and Scheduling Information

5. Heterogeneity is one of the Five Core Principles of the Internationals Approach espoused by all eleven International High Schools in New York City. As a result, students are not tracked or separated based on academic ability, linguistic ability, race, ethnicity, grade level, age, gender, or membership in an ELL subgroup – students are heterogeneously mixed in all of their content area classes. Teachers must differentiate their project-based curricula so that the needs of students at all levels are met. This occurs in a variety of ways in all content area classrooms:

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

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

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

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

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

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

A. Programming and Scheduling Information

6. Our ELL-SWDs receive instruction as described in responses 3 and 5e.

7. We have a very small number of students with IEPs. A special education teacher both pushes in to classes and pulls students out during school-wide intervention periods.

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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

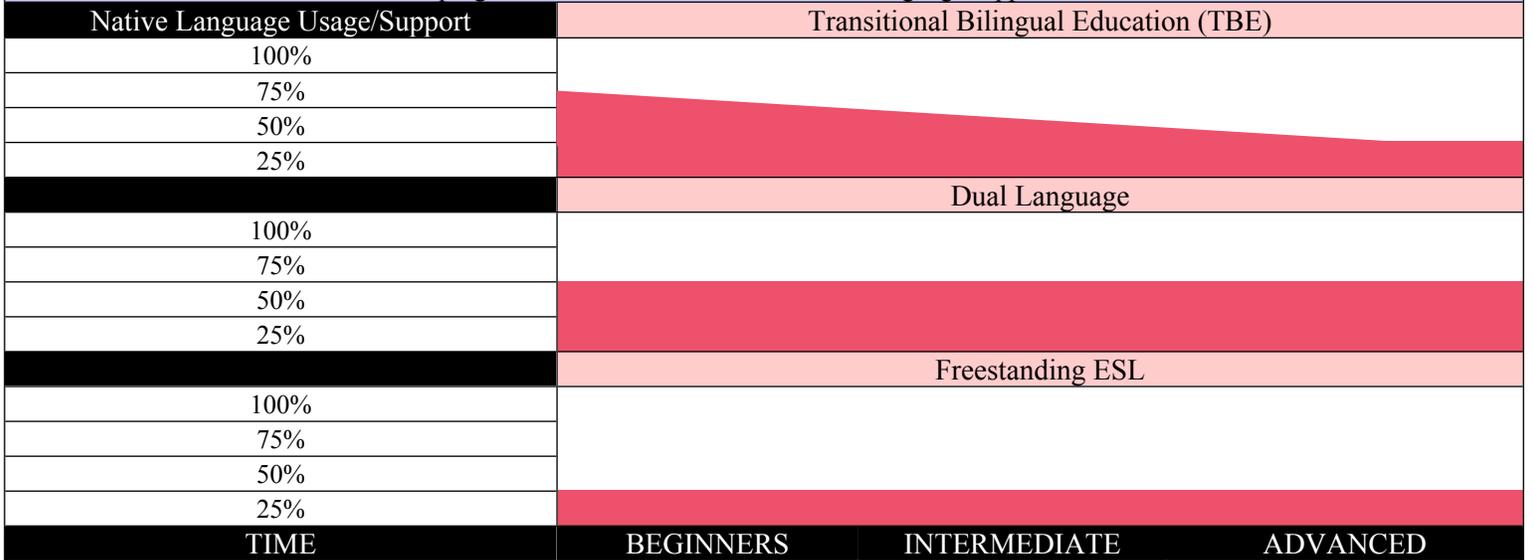
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

10. This year we are piloting our iLearn program for students. This online learning program allows students to recover credit, prepare and practice for exams and gives them access to classwork material from home. Currently we are using 105 licenses for the program on a daily basis. We are hoping to use another 90 once we receive new hardware to support the program.

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

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

- ELA, U.S. History, Living Environment, Math Regents Review for ELLs
- Science Challenge (after-school program)
- Girls Reading Group
- Drama Club
- College Now classes on-site for ELA and at Queens College for ELA, US History, Math and College Credit Courses
- After-school homework help (3X per week)
- Theater Development Fund
- Art Squad (trips to museums with a reading and writing component)
- History Club
- Anime Club (reading, viewing, discussion and writing of Anime in English)

These clubs all take-place after-school and are paid for with both Title I and Title III funds. The goal is to continue the students' development of their English language skills.

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

- QTEL Institute curricula (language)
- Internationals Network for Public Schools curricula (provides language and content materials)
- History Alive! and Facing History curricula (history)
- Core curriculum for NYC high schools (content materials)
- Technology including:
 - o iMovie, Final Cut Pro (digital editing software)
 - o Garageband
 - o iPhoto
 - o Microsoft Office applications
 - o SMART Boards in all classrooms
 - o VoiceThread
 - o Google Documents
 - o iLearn Desire to Learn
 - o Achieve 3000
 - o Aventa online curriculum (Spanish and English)
 - o Various native language texts (mostly Chinese and Spanish) in Global History, Living Environment, math and literature

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

15. Yes. All of the required services for high school-aged ELLs are available to our students. When materials are not available for students at both the appropriate age and grade level, teachers create materials that appropriate for both, which is why we draw from a variety of sources to develop our curriculum.

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

use the Internet to access resources.

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

17. A biweekly "College Now" ELA for ELL elective is offered in addition to a language and literacy seminar (ISIS) that meets 3x per week. We have also offered an elective course entitled "Spanish for Chinese speakers" and one entitled "Chinese for Spanish speakers." We are exploring the possibility of using Rosetta Stone for other language electives.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

- Inquiry Projects – groups of subject area teachers in a common area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.
 - Weekly professional development meetings for all pedagogues, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer observations – all pedagogues observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.
 - Participation in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, counselors.
 - International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.
2. Interdisciplinary teams take responsibility for orienting new students to our school and program through our advisory program and by pairing them up with a "buddy" who shares the exact same class schedule. Counselors meet with teams each week to address concerns on the team and to help them support students as they transition. Counselors receive training through the Internationals Network and the CFN network. Our Student Support Committee has liaisons to each team and an administrator who meet biweekly to discuss student support issues, like transitioning and to create advisory curriculum to support advisors in this process.
3. All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be

participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. This year the focus is supporting ELLs with the Common Core Standards. Our PD committee develops each PD and maintains records in our PD binder.

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. Our entire school is for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Open School Night and Open School afternoon. Turnout is lower for monthly Family Association meetings, even though we pair such events with student work showcases, CBO workshops, and performances. We have far more engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. Our PTA officers meet monthly to plan workshops and monthly meetings. They also call families to encourage them to participate. We currently have 5 parents who are regular participants in our SLT. We also work with a CBO to encourage parent involvement. They run a Power Parents group made up of 15 of our parents who participate and volunteer regularly in our workshops and activities. For all meetings and activities we always have in-house Spanish, Chinese and Korean translators available. We use outside services if any other languages are needed.

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

- International Rescue Committee (IRC) (refugee support services)
- Coalition for Asian Children and Families (CACF) (college and career readiness, advocacy, and various others)
- The New York Immigration Coalition (NYIC) (immigration, college and career)
- Asian Americans for Equality (immigrant rights, health, housing, etc)
- New York Student Leadership Council (rights for undocumented students)
- CUNY (college access and financial aid)
- Arab American Family Services (domestic violence)

We provide translators in our major languages (Spanish, Chinese and Korean) and seek outside translators for other languages.

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

4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above and from feedback from the PTA officers and the SLT. Translators in our major languages (Spanish, Chinese and Korean) are always provided and we seek outside translators for our other languages if needed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										50	44	23	15	132
Intermediate(I)										31	49	57	50	187
Advanced (A)										12	10	14	12	48
Total	0	0	0	0	0	0	0	0	0	93	103	94	77	367

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										16	32	14	4
	I										38	58	56	52
	A										19	9	16	17
	P										5	3	10	13
READING/ WRITING	B										48	38	21	13
	I										22	61	50	52
	A										7	7	21	16
	P										1	4	4	5

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	77	0	39	0
Integrated Algebra	190	0	140	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	178	0	142	0
Physics	0	0	0	0
Global History and Geography	183	0	90	0
US History and Government	71	0	39	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

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

1. This year we are using the formative assessment developed by the Performance Standards Consortium. This data, along with that culled from our extensive intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). These data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. We are also using the ELL periodic assessment.

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

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

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

4.

a. Although our students are given the opportunity to take the Regents Examinations in their native language (where available), students have chosen to record their answers in English. Most students use the side-by-side translations to help them complete the work in English. As students move through our program and in the older grades they tend not to use the translations or request them, even when they are available.

b. Previously, our school used a DYO Formative Assessment developed collaboratively by the faculties of the city's various International High Schools. This year we will be using the DYO developed by the Performance Based Assessment Consortium. Additionally, we are using the assessments from our semester portfolios to monitor the progress of individual students and implement instructional changes. The results of these assessments will provide us insight into which students require intervention in order to keep them on track to graduate. In the past, we found our DYO data to be an accurate predictor of ELL performance on the ELA Regents Examination and thus used formative assessment results to determine which students required intervention services. School leaders have created common meeting time for departments to meet each week to look at data and plan interventions. In addition, interdisciplinary instructional teams also have weekly time for this kind of planning. Team and department leaders meet with school leader to set agendas for meetings.

c. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional

changes which can quickly be implemented in their classrooms. We are currently analyzing data from our formative assessment. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content.

5. No dual language programs

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

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

Credit accumulation data

Internal quarterly scholarship reports

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The Flushing International HS</u>		School DBN: <u>25Q263</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lara Evangelista	Principal		11/21/11
	Assistant Principal		11/21/11
Yessenia Ortiz-Gavilanes	Parent Coordinator		11/21/11
Erin Dowding	ESL Teacher		11/21/11
Dulce Robles	Parent		11/21/11
Katie Strauss/ESL	Teacher/Subject Area		11/21/11
Virginia Benayoun/ESL	Teacher/Subject Area		11/21/11

School Name: The Flushing International HS

School DBN: 25Q263

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Grace Raffaele	Coach		11/21/11
Kevin Hesseltine	Coach		11/21/11
Toni Mendoza	Guidance Counselor		11/21/11
Cyndi Kerr	Network Leader		11/21/11
Anthony Finney	Other <u>Science Teacher</u>		11/21/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q263** School Name: **The Flushing International HS**

Cluster: **1** Network: **CFN 106**

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

Part A: Needs Assessment Findings

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

All of our students are recent immigrant English Language Learners and almost all of their parents or guardians are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication, therefore everything we send out is in both English and the home language of the family. We primarily identify the language needs of parents from the Home Language Form and through ATS reports. At our parent orientations, we also survey our students and parents to find out in which language they would like all written and oral communication from the school. Our community associate, family para and parent coordinator, who are also speakers of our 2 major language groups and the primary points of contact for our parents maintain these records.

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

Survey results, both formal and informal, show that all families require oral and written communication in their native languages and English. The results show that 227 families need communication in Chinese, 140 in Spanish, 14 in Korean, 14 in Tibetan, 5 in Arabic, 2 in H. Creole, 3 in Russian, 1 in Urdu and the remaining 15 families prefer communication in English. This information is shared in staff meetings, our coordinating council and SLT. Team leaders also share this information with their teams so that families are communicated with in a language they understand.

Part B: Strategies and Activities

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

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

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

We make sure to send all correspondence to the DOE translation unit several weeks in advance of us having to send it out to be sure that we have the translations ready for families in time.

In addition, we have several speakers of our major languages on staff so that if something needs to be translated quickly to be sent out to parents, for example an important safety notification, our in-house staff translates the document for families. We have several bilingual staff members who speak, read and write in our major languages Spanish (12), Chinese (4), Korean (2), Russian (2), Haitian Creole (1), French (2) and Hindi. (1)

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

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

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

We have several bilingual staff members who can translate in our major languages Spanish (14), Chinese (4), Korean (2), Russian (2), Haitian Creole (1), French (2) and Hindi. (1) We also have an active alumni network that assists us in providing interpretation services at school events. In the event that we do not have a person on staff who can translate for a family for example for low-incidence languages, we use the phone-in DOE translation unit as we have done in the past for languages such as Thai and Tibetan.

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

All of the above strategies meet Chancellor's Regulations. We will continue to incorporate additional strategies as we develop them or as we learn of them from other sources. Signs for our families are posted in the major languages, letting them know they can ask for a translator. As indicated above, since almost all of our families require translation, we always send school documents in both English and the native language. Our main office also has staff who speak our major languages so that most families that arrive are given immediate assistance. We will continue to incorporate additional strategies as we develop them or as we learn of them from other sources.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Flushing International HS	DBN: 25Q263
Cluster Leader:	Network Leader: Cyndi Kerr
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 357
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 24
of certified ESL/Bilingual teachers: 9
of content area teachers: 15

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Before/After School Academic Program for ELLs:

Each of our five interdisciplinary instructional teams, which include at least one ESL teacher, organizes before-school and after-school academic instructional support for at risk ELLs. Teachers will work collaboratively on a rotational basis in which ESL teachers will work together with content-area teachers in a team teaching model, to improve student achievement. The content areas teachers (ELA, Math, Science and Social Studies) will team teach with the ESL teacher. Direct instruction will seek to accelerate students’ academic language development and academic achievement in the content areas. These sessions will take place after school, usually from 3:30-4:30/5:00 on Tuesdays, Thursdays and Fridays. Each team sets a different schedule for its students so the exact schedule will vary from team to team. This program will be offered October-May, for 26 weeks. The number of ELLs in this program is 60 students.

Regents Support for ELLs:

We will offer US and Global History, Integrated Algebra, Living Environment and English support for ELLs who need additional support to pass these exams and make progress towards graduation. The classes will be offered on Tuesdays, Thursdays and Fridays from 3:30 to 5:00 from January to June. In addition for 3 Saturdays leading up to the exam administrations in January and June, we will offer Saturday review classes for students. Nine teachers, 4 ESL teachers and 5 content teachers will be participating in this program and these staff members will create the materials to be used in the classes, creating content materials that are scaffolded appropriately for ELLs. The classes are taught by or in conjunction with an ESL teacher who can support the students' and their language development as they prepare for these exams.

Part B: Direct Instruction Supplemental Program Information

Language Support Groups:

Three language support groups will run for new arrivals and beginner students who are struggling to learn English. Students will receive basic instruction in English in common language groups, 1 group for Chinese boys, 1 group for Chinese girls and 1 group for Spanish speakers. The groups will be taught by 2 licensed ESL teachers and a bilingual teacher who also speak the native language of the student groups. Classes will run on Tuesdays from 3:30 to 4:30 from October to May.

Part C: Professional Development

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

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

Begin description here: All of our 28 teachers attend weekly professional development meetings on Wednesday afternoons from 2:40 to 4:00 of their interdisciplinary instructional teams in order to work on curriculum development tailored to the needs of our all-ELL student population. Bi-weekly professional development on Mondays from 3:40 to 4:40 for teachers in all subject areas is focused on integrating ESL methodologies and support for students' language development. Professional development is offered by both ESL licensed teachers as well as teachers in the content areas with extensive experience and training in working with English Language Learners.

PD is also offered by our partner organization, Internationals Network for Public Schools (INPS) Specifically, in 2012-13 we are working on a school-wide focus on assessment for ELLs in project-based instruction and aligning it to the Common Core. Topics include: developing clear content and language outcomes and learning goals for students, designing rubrics, formative assessment, project-based instruction, task development using CCSS. Each discipline group of teachers (made up of the full department of 5 teachers) is participating in a year-long inquiry project to implement the two Common Core tasks for our ELL students. Inquiry groups meet during a specified period during the school day weekly and also participate in school-wide professional development twice monthly on Mondays from 3:40 to 4:40, September 2012 to June 2013. This work is supported by the school's full-time teacher-consultant, Grace Raphael, from the New York City Writing Project as well as administration.

Staff also participate in joint staff development activities with the staffs of the 12 other International High Schools in New York City through INPS on the November 8th election day PD and other PD events that are scheduled by INPS throughout the school year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: The school social worker, guidance counselor, and teachers will collaborate on a series of monthly workshops designed to meet the academic and social-emotional needs of our ELL students and their families. Workshop topics will be developed in conjunction with our school’s parent leadership. Topics will include college and career readiness, planning for academic success, supporting your child in high school, immigration rights and family separation. These workshops will take place in the evening each month for two and a half hours each. Interpretation services and refreshments will also be provided for all workshops and funded with Title I funds. Each monthly workshop will serve up to 50 individual family members of our students. The timeline of workshops is from October through May, from 6 PM to 8:30 PM. The schedule and providers are listed below:

September 19, Orientation; Provided by staff

October 3, Deferred Action Information Session, provided by the New York State Leadership Council

October 11, College Application and Career Info; provided by staff, CUNY and SUNY reps

November 9, Supporting your child towards graduation and Title I meeting, provided by staff

December 13, Financial planning for college; provided by staff, AAFE

January 15, ARIS and School Grades portal workshop for families; provided by staff

February 14, Immigration workshop; provided by Catholic Charities

March 21, Parenting your teenager; provided by staff

April 25, Supporting your child through testing and the SAT, provided by staff

May 23, Summer Resources, provided by staff

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		