



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: FLUSHING HIGH SCHOOL

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

PRINCIPAL: MAGDALEN RADOVICH

EMAIL: MRADOVICH@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

09-23-2013

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
Magdalen Radovich	*Principal or Designee	On File
Erin Flanagan	*UFT Chapter Leader or Designee	On File
John Doherty Jr.	*PA/PTA President or Designated Co-President	On File
Susan Sgambati	DC 37 Representative, if applicable	On File
Anthony DeLa Cruz Courtney Houghton	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	On File
Sheldon Minnus	CBO Representative, if applicable	On File
Jessica Dimech	Member/UFT	On File
Patricia Cuti	Member/CSA	On File
Agata Wudarczyk	Member/UFT	On File
Lorena Castro	Member/Parent	On File
Jorge Maldonado	Member/Parent	On File
Cynthia Kennedy	Member/Parent	On File
	Member/	

** 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.

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.

Quality Review 2010-2011:

- Make strategic organizational decisions to support the school's instructional goals and meet student learning need. (p5)
- Further develop professional collaborations to support a strategic school wide improvement plan with a focus on raising student performance. (p6)

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

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 August 2013, the overall graduation rate will demonstrate an improvement of 3% over that of the overall August, 2012 graduation rate of 59.1%

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.

General Overview

- Appointed three new Assistant Principals and a Coordinator to supervise areas that contributed to a below standards graduation rate in previous years. These include an Assistant Principal for Programming, Data and ESL, an Assistant Principal for the 9th Grade Academy, an Assistant Principal for Physical Education, and a Coordinator for ISS.
- Addition of classes and faculty in Foreign Language, Art, Music, Health and Physical Education to address credit accumulation deficits for 10th through 12th graders
- 9th grade program that includes Core courses as well as Foreign Language, Art, Music and Health
- Daily Common Planning Time meetings for two 9th grade Small Learning Community strands and 10th-12th grade Departmental Teams for the development of Common Core Learning Standards units across the disciplines

- Programmed level 1 and 2 designated 9th graders for double period ELA and reduced-sized math classes
- Contracted Sports and Arts Foundation after school enrichment program with a serving capacity of 150 at risk 9th graders, funded by a \$300,000 2-year Aspire grant from AT&T as Well as Title 1 Priority/Focus Allocation
- 1 hr and 15 minute Regents Prep sessions in ELA, Global Studies, US History, Living Environment, Earth Science, Integrated Algebra, Geometry/Trigonometry, Spanish through APEX Program, and three hours at the Saturday Academy, funded by Title 1 Priority/Focus SWP
- ESL enrichment classes designed to accelerate language proficiency and to prepare ELLs for ELA Regents exam through CCLS based curriculum in the Saturday Academy. The course targets Newcomers, LA and LB level students and is funded through Title III.
- Ongoing professional development program with national reform organization Southern Regional Education Board *High Schools That Work*, funded through Title I Priority/Focus
- A Literacy Across the Curriculum and CCLS focus supported by our national reform partner Southern Regional Education Board *High Schools That Work* program
- The creation of a new College and Career Pathways Center built in concert with Asian Americans for Equality, one of two Community Based Organizations housed on the Flushing High School Campus.
- A core of Lead Teachers including 2 in ELA, 1 in ESL, 1 in Science, and 1 in Special Education
- Increased number of AP Courses
- Math and social studies teacher mentors
- Full day programing for all students
- Made College Now Courses more accessible by changing bell schedule to accommodate student travel and attendance
- KAPLAN SAT Preparation is provided for a total of 30 registered students through a grant from New York Cares.
- Added a College Focus class designed to prepare students to take the CUNY assessment test in ELA and math

Subgroup: ELLs

- Appointed Assistant Principal for Programming, Data and ESL to supervise ESL instruction and to meet appropriate programming requirements for ELLs based on NYSESLAT data and NYS compliance mandates
- Programmed level 1 and 2 designated 9th graders for double period ELA and reduce-sized math classes
- Established daily Common Planning Time meetings for all ESL teachers
- Development of Common Core Learning Standards units in ESL
- Professional development conducted by ESL, ELA, and ISS Lead Teachers and *High Schools That Work* consultants for content area and ISS teachers, to support implementation of strategies that address the literacy needs of ELLs
- Collaborative push-in ESL/Science model and after-school curriculum writing sessions to reinforce SIOP PD
- A Literacy Across the Curriculum and CCLS focus supported by our national reform partner *High Schools That Work*
- Saturday Academy Title III ESL and content-area supplemental classes
- After school sessions to support students in Native Language Arts classes scheduled to take AP exams
- Increased number of Native Language Arts AP classes from 3 to 10
- Development of events to celebrate ELL Achievement
- A core of Lead Teachers including 2 in ELA, 1 in ESL, 1 in Science, and 1 in Special Education as well as Math and social studies teacher mentors

Subgroup: Students with Disabilities

- Appointed ISS Coordinator to conduct ongoing review and revision of IEPs based on new Special Ed Reform guidelines
- IEP revision is being conducted by ISS Coordinator, ISS Lead Teacher and ISS teachers to reflect new Special Ed Reform guidelines
- Daily Common Planning Time meetings for ISS teachers with the ELA department
- Programmed level 1 and 2 designated 9th graders for double period ELA classes and reduced-sized math classes
- Saturday Academy Title III ESL and content-area supplemental classes
- 1 hr and 15 minute Regents Prep sessions in ELA after school and 3 hours through the Saturday Academy, funded by Title 1 Priority/Focus SWP
- KAPLAN SAT Preparation is provided for a total of 30 registered students through a grant from New York Cares.
- Professional development for content area, ESL and ISS math teachers in implementation of strategies that support the needs of Students with Disabilities
- Development of Common Core Learning Standards units in ELA with special considerations for the needs of ISS students
- Literacy Design Collaborative professional development provided by national reform partner *High Schools That Work*
- An afterschool program for at-risk 9th graders funded by a \$300,000 Aspire Grant through partnership with AT&T and Sports and Arts Foundation, the second of two Community Based Organizations housed on the Flushing High School Campus that provide opportunities for tutoring

P/F Funding

PF Academic Intervention

Saturday Academy: Supplemental tutoring and coursework in content areas

160 Students

6 Teachers X 24 sessions X 3 hrs = 432 hrs

1 Teacher X 24 sessions X 4 hrs + 1 = 97 hrs

1 Supervisor X 24 sessions X 4.5 hrs + 2 hrs = 110 hrs

Program will run from October through May

Per session rate: Teacher \$50.19

Supervisor:\$ 52.52

APEX After-School AIS

160 Students

1 Coordinator x 96 sessions X 1.5 hrs = 144 hrs

1 Guidance Counselor x 48 sessions x 1.5 hrs +2 hrs = 72 hrs rate: \$ 53.96

7 Teachers x 48 sessions x 1.5 hrs = 504 hrs

Regents Prep sessions in ELA, Global Studies, US History, Living Environment, Earth Science, Integrated Algebra, Geometry/Trigonometry, Spanish through APEX Program

Program runs daily from September 2012, through May, 2013

Boot Camp: Physical Education program for Health and Welfare

309 students

3 Teachers X 48 min. x 5days x 29 weeks= 348 hrs
Program runs from September 2012, through June, 2013
Per session rate: Teacher \$50.19
Supervisor:\$ 52.52

PF Common Core State Standards

OTPS- PD High Schools That Work on how to support literacy pedagogy in the content areas using multiple entry points for all students
10 Days on-site coaching
3 days- Assistant Principal Support- 11 supervisors
5 days- Literacy 124 teachers
September 2012, through June, 2013

PF College and Career

OTPS- Sports and Arts in Schools Foundation

100 at-risk 12th grade students

Support services (**AIS, counseling, food services**) available throughout the day and after-school, Monday –Thursday from 3:00PM-6:00PM

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: C4E,

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).
 - Personnel funded through TL FSF, Title I SWP, Sports and Arts Foundation after school enrichment program with a serving capacity of 150 at risk 9th graders, funded by a \$300,000 2-year Aspire grant from AT&T, ESL enrichment classes designed to accelerate language proficiency and to prepare ELLs for ELA Regents exam through CCLS based curriculum through the Saturday Academy. The course targets Newcomers, LA and LB level students and is funded through Title III, KAPLAN SAT Preparation is provided for a total of 30 registered students through a grant from New York Cares.

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.

Quality Review 2010-2011:

- Design engaging, rigorous and coherent standards-based curricula including the arts that emphasize key standards in order to support a diversity of learners. (p4)
- Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection with a special focus on new teachers. (p7)

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 June 2013, all content area teachers will design/implement and assess 2 CCLS Chancellor's mandated units (LDC model in ELA, social studies, and science), as measured by classroom observations and CPT teacher analysis of student work.

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.

The Principal and School Leader is supporting and facilitating consistent and systematic support to all teachers across grades and subjects appropriately aligned to THE REVIEW AND DEVELOPMENT OF rigorous and coherent CCLS curricula:

- Common Planning Time meetings include following activities: writing CCLS LDC-model units with the support of the Lead Teachers, review of relevant departmental scholarship and Regents data to drive targeted instruction and review of student assignments, rubrics, and resulting work
- Monthly professional development workshops by Southern Regional Education Board *High Schools That Work* in Literacy Across the curriculum
- Pre-observation and post-observation support and feedback based on key Danielson Model elements
- After school Curriculum design and mapping team meetings by core discipline areas

P/F Funding

PF Common Core State Standards

OTPS-PD High Schools That Work to support teacher planning and pedagogy in meeting the City-wide Instructional Expectations

e.g. Embedding standards into tasks, engagement activities, questioning and discussion techniques

10 Days on-site coaching

14 days- CCLS math- 24 teachers

5 days- Literacy 124 teachers

PF Common Core State Standards

Curriculum Development-Per session

To support teacher planning and curriculum development in meeting the City-wide Instructional Expectations

e.g. Embedding standards into tasks, engagement activities, questioning and discussion techniques

42 teachers x 55 hrs= 2,310 hrs

PF Common Core State Standards

Curriculum Development-Per session

7 Supervisors x 34 hrs= 238 hrs

Program runs from September 2012, through June, 2013

Per session rate: Teacher \$50.19

Supervisor:\$ 52.52

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

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).

Personnel funded through TL FSF and Title I SWP

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.

Quality Review 2010-2011:

- Develop teacher pedagogy from a coherent set of beliefs about how students learn best and ensure that it is aligned to curriculum, engaging, and differentiated to enable all students to produce meaningful work products. (p7)
- Use collaborate and data informed processes to set measurable and differentiated learning goals for student subgroups and students in need of additional support (p7)

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 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 2013, 10th and 11th grade LEP students will demonstrate increased progress by one ESL level towards achieving proficiency as measured by the NYSESLAT exam

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
- Employed Assistant Principal for Programming, Data and ESL to supervise ESL instruction and to meet appropriate programming requirements for ELLs based on NYSESLAT data and NYS compliance mandates
- Established daily Common Planning Time meetings for all ESL teachers
- Development of Common Core Learning Standards units in ESL
- Saturday Academy Title III ESL and content-area supplemental classes
- 3 hour Regents Prep sessions in ELA through the Saturday Academy, funded by Title 1 Priority/Focus SWP

- KAPLAN SAT Preparation is provided for a total of 30 registered students through a grant from New York Cares.
Subgroup: ELLs
- Professional development conducted by ESL, ELA, and ISS Lead Teachers and *High Schools That Work* consultants for content area and ISS teachers, to support implementation of strategies that address the literacy needs of ELLs
- Spring 2013 SIOP joint training for ESL and Science teachers that includes job embedded support and workshops
- Collaborative push-in ESL/Science model and after school curriculum writing sessions to reinforce SIOP PD
- A Literacy Across the Curriculum and CCLS focus supported by our national reform partner *High Schools That Work*
- After school sessions to support students in Native Language Arts classes scheduled to take AP exams
- Increased number of Native Language Arts AP classes from 3 to 10
- Development of events to celebrate ELL Achievement
- A core of Lead Teachers including 2 in ELA, 1 in ESL, 1 in Science, and 1 in Special Education, as well as Math and social studies teacher mentors

P/F Funding:

PF Academic Intervention

Saturday Academy: Supplemental tutoring and coursework in content areas

40 Students

2 Teachers X 24 sessions X 3 hrs = 144 hrs

Program runs from September 2012, through June, 2013

PF Academic Intervention

Curriculum Development- SIOP Per session

Writing curriculum to support ELLs.

11 teachers x 2 hrs x 8 weeks= 176 hrs

Spring Semester

Per session rate: Teacher \$50.19

Supervisor:\$ 52.52

* Supervisor funding through PF CCSS line in Goal 2

PF Academic Intervention

SIOP Saturday PD- 2 sessions x 5 hrs x 30 teachers=300 hrs

Per session rate: Teacher \$50.19

Using SIOP model to meet needs of ELLs in content areas.

Training to take place in February

PF Common Core State Standards

OTPS-PD High Schools That Work

4 Days- Literacy Needs of ELLs-124 teachers

Supporting teachers in addressing the needs of English Language Learners

PF Common Core State Standards

OTPS- PD Center for Applied Linguistics: SIOP Model- Contracted Services

Using SIOP model to meet needs of Ells in content areas.

Training to take place in February

4 days- Science and ESL teachers

Per session rate: Teacher \$50.19

Supervisor:\$ 52.52

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 - Aspire Grant, New York Cares

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).
 - Personnel funded through TL FSF and Title I SWP, Saturday Academy Title III ESL and content-area supplemental classes, KAPLAN SAT Preparation is provided for a total of 30 registered students through a grant from New York Cares

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.

Teacher Survey/School Report Card 2011-2012:

- Order and discipline are maintained at my school. 53% disagreed (p16)
- Students use of alcohol and illegal drugs in school is a problem at my school. 43% agreed (p17)

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.

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 1, 2012, 2012-2013 superintendent suspensions will decrease by 5% as compared to compared to previous 2011-2012 school year as evidenced in OORS

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.
- Comprehensive safety and security reform including addition of 3 school safety agents, orientation of a new Level 3, new student bathroom policies, as well as additional supervision by school aides, plan for daily sweeps, and increased communication amongst school safety, deans, guidance and administration
- There is a comprehensive system in place for referrals to internal supports (peer mediation, counselor, and youth development program) including teacher generated referrals, counselor generated referrals, and student generated referrals.
- On-site, full-time SAPIS counselor works with students on a multitude of issues and collaborates with all stakeholders with a clearly defined referral system in place.
- Certified, on-site trained peer mediation specialist who organizes Peer Mediation Program and embedded training for future peer mediators. Comprehensive system for referrals.
- Partnerships with L.O.V.E (Leave Out The Violence); Healthy Relationships Training Academy (Domestic Violence), Make the Road (LGBTQ issues), Big

Apple RX (health related issues), will result in student and/or staff training

- 9th Grade Academy designates Friday's as "Lunch-with-my-students" day to positively impact student/staff relationships.
- Asian Americans for Equality (internal CBO) provides leadership training for LEP students and ongoing support in regards to financial literacy and health

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

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). Personnel funded through TL, FSF and Title I SWP, as well as Partnerships with L.O.V.E (Leave Out The Violence); Healthy Relationships Training Academy (Domestic Violence), Make the Road (LGBTQ issues), Big Apple RX (health related issues)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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.

Quality Review 2010-2011:

- Engage in an open exchange of information with students and families regarding students' learning needs and outcomes.
- Integrate child/youth development support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- 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 2013, increase the amount of highly effective partnerships to support socio-emotional and academic success as measured by program attendance by students, parents, and community members and surveys.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP) Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Creation of the College and Career Pathways Center in partnership with CBO AFFE highlights vision of post-secondary success for all students. Opening ceremony engaged community, DOE officials, partners, teachers, educators, and counselors with overview of the center that provides ongoing support for students and parents in all aspects of the college process such as: financial aid, college applications, recommendations, and contact with college representatives, college fairs, etc. Trained "Youth Leaders" staff the center and support their peers throughout the college application process. Career pathways available for all students.
- Freshmen Center, with CBO partner SASF, provides a coordinated effort between parents, teachers and support services. Parents, teachers, counselors and administrators work collaboratively with SASF to align after school tutoring for identified student needs. Daily common planning time for teachers

allows ongoing discussion about student academic needs, and shared space with SASF links daytime interventions to afterschool support services. New tutoring center slated to open will provide SASF specialists and lead teachers opportunities to work with students and their families in small group formats and provide academic support.

- In-house CBO partners AAFE provides Family Development Program and advocates.
- Monthly pupilpath workshops to promote parent engagement facilitated by Parent Coordinator with appropriate translation supports to engage diverse population Comprehensive admissions process introduces new families to multiple stakeholders (administration, guidance, attendance, deans, ESL department if necessary, ISS department if necessary, school aides, support services, and parent coordinator) and provides welcome packet including contacts, calendar, policies, rules and regulations, FAQ's, and a school map to assist in transition. Guidance conferences scheduled for all new admissions and appropriate supports established. Admissions documents available in multiple languages and translation services on site.

P/F Funding

PF Parent Engagement

Vendor	PO #	Description	Date	Amount
Contract Paper Group	VI3028462701	Copy paper	4/27/13	\$3,027.65
Office Equipment co	WR319020801	Parent Welcome Center Furniture: 4 Chairs w/Tablet arms Storage cabinet 2/hanging rod for coats. 30"W Lateral File 60"x24" Work desk=	3/18/13	\$1,695.31
Pitney Bowes Bank, Inc	Wr318026001	Postage	3/13/13	\$3,000.00
				\$7,722.96

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

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).
 - Personnel funded by TL FSF and Title I SWP, Parent 1% set-aside. In-house CBO partners AAFE provides Family Development Program and advocate. Freshmen Center, with CBO partner SASF, provides a coordinated effort between teachers and support services.

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	Double period ELA classes for at risk 9 th graders entering at skills levels 1 and 2 Achieve 3000 Saturday Academy classes for Regents Prep and SAT Prep After school tutoring in ELA	Classroom Small Group Individual	During School Day After School Saturdays
Mathematics	Integrated Algebra classes for at risk 9 th graders entering at skills levels 1 and 2 capped at 17 students ALEKS Saturday Academy classes for Regents Prep and SAT After school tutoring	Classroom Small Group Individual	During School Day After School Saturdays

Science	<p>Make Up Labs</p> <p>Saturday Academy classes for Regents Prep</p> <p>After school tutoring</p>	<p>Classroom</p> <p>Small Group</p> <p>Individual</p>	<p>During School Day</p> <p>After School</p> <p>Saturdays</p>
Social Studies	<p>Saturday Academy classes for Regents Prep</p> <p>After School Tutoring</p>	<p>Classroom</p> <p>Small Group</p> <p>Individual</p>	<p>During School Day</p> <p>After School</p> <p>Saturdays</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Blended Learning</p> <p>Group Counseling</p>	<p>Classroom Instruction</p> <p>APEX on line</p>	<p>During School Day</p>

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.

Prior to hiring candidates, their credentials are verified by our CFN Network 2.02 Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS Survey is reviewed by the Principal and the HR Director who work with the school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited
- Established a rigorous interview protocol that includes criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing
- Maintaining a teacher resource center and professional library to promote promising and effective practices
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities
- Individualized PD plans are created for teachers to ensure continued improvement

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the Network HR Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling, including encouraging the teacher to become HQT through the High Objective Uniform State Standard of evaluation (HOUSSE) system.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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;

Department of Education • City of New York
FLUSHING HIGH SCHOOL
 Magdalen Radovich, Principal (IA)

PARENT INVOLVEMENT POLICY
2012-213

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

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

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

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

- Actively involving parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in Comprehensive Educational Plan.
- Engaging parents in a discussion regarding the required Title I set-aside funds and in the decision making process of how these funds will support parent involvement.
- Providing technical support as well as professional development so that parents play a more meaningful and vital leadership on school level committees.
- Maintaining and the funding the Parent Coordinator.
- Conducting parent workshops as identified by the Parents' Association and the administration.
- Providing workshops on understanding the various levels of accountability such as but not limited to Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report.
- Conducting the required Annual Title 1 Parent Meeting on or before December 1st of each school year.
- Scheduling additional parent meetings as warranted such as a Curriculum Conference
- Translating all critical school documents and providing interpretation during meetings and events.
- Utilizing a portion of the Title 1 allocated Parent Involvement funds for refreshments/dinner at parent meetings
- Maintaining a Parent Resource Center-B10
- Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.
- Maintaining the school website: www.flushinghighschool.org

As agreed and approved on: _____

Principal's Signature:

Magdalen Radovich

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- 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.

Flushing High School
Magdalen Radovich, – Principal (IA)

Flushing High School Parent/Student Compact
2012-2013

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

Flushing High School

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

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

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

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

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

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

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

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

Parent/Guardian

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

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

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

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

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

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

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

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

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

Student

I will attend school regularly and arrive on time.

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

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

I will show respect for myself, other people and property

I will try to resolve disagreements and conflicts peacefully

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

Date: _____

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

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

(Parent's Signature) _____
(Student's Signature)

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 Amundsen/Selenikas	District 25	Borough Queens	School Number 460
School Name Flushing High School			

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

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

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	11	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	4	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	88
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	3194	Total Number of ELLs	649	ELLs as share of total student population (%)	20.32%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish/Chinese
Dual language program	Yes <input type="checkbox"/> No <input 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%)										125	101	96	70	392
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										92	48	40	38	218
Total	0	0	0	0	0	0	0	0	0	217	149	136	108	610

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	282	21	6	101	37	15	7	3	4	390
Dual Language										0
ESL	41	2	0	43	16	16	133	7	66	217
Total	323	23	6	144	53	31	140	10	70	607

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										150	119	87	71	427
Chinese										51	30	41	24	146
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
French														0	
Korean														0	
Punjabi														0	
Polish														0	
Albanian														0	
Yiddish														0	
Other														0	
TOTAL	0	201	149	128	95	573									

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

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

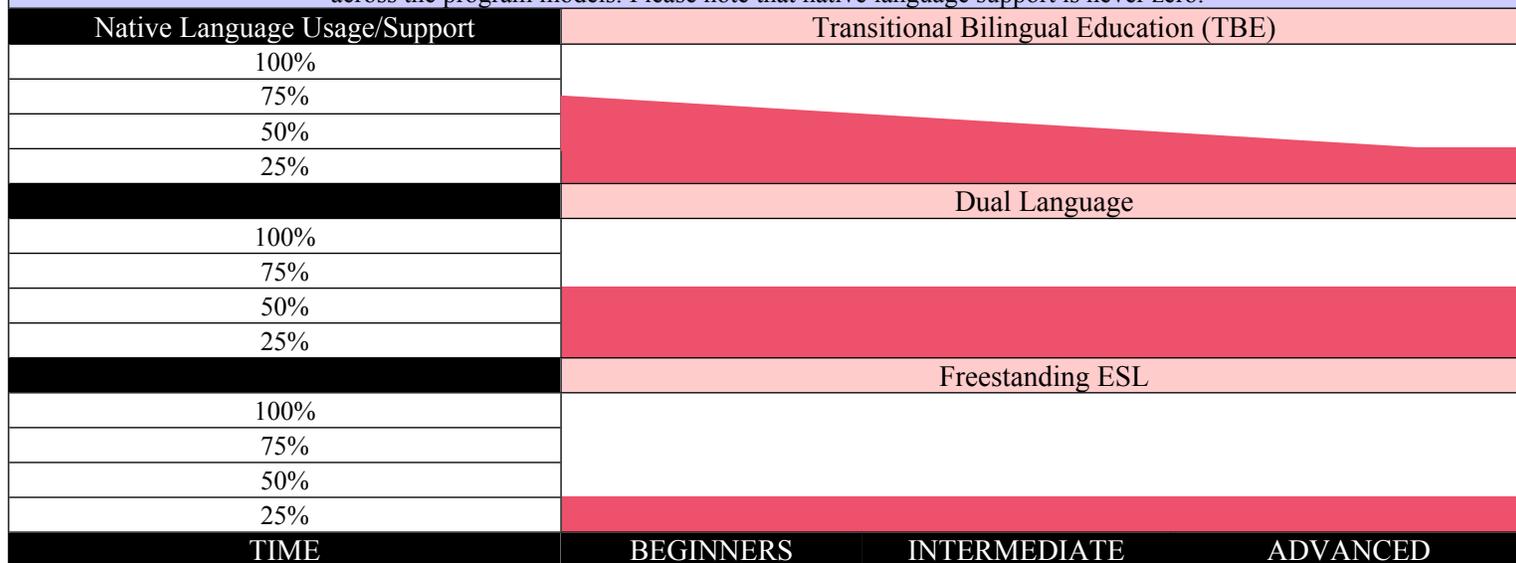
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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. The targeted intervention services offered are one-on-one tutoring, Saturday Academy offering ELA, Social Studies, Mathematics, and Science skill development/support, small class size, and double period courses. ILEARN instructional strategies were offered to courses in the intermediate proficiency level.
9. The plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is the use of common planning time involving teachers that share these students to discuss best practices across content areas. Saturday Academy is used to support transitional programs for students reaching proficiency. Rosetta stone, Achieve(EMPOWER) 3000, and Learning Village will continued to be used.
10. Block programming/scheduling is being reviewed in other schools to determine how the outcomes will benefit FHS. More technology in the classroom will be used to develop innovative strategies to deliver instruction in all ESL and TBE classrooms. More PD around develop academic language across content areas.
11. N/A
12. All flyers and advertisements about school programs are translated in various(preferred) languages. Many programs are offered solely in native languages to celebrate diverse cultures and traditions. Adult ELL programs are offered after-school to teach English and offer financial literacy to assist parents in making decisions to reach post-secondary goals for their children. Saturday academy is offered to all ELL students for regents prep and extended time learning.
13. Rosetta Stone; Achieve 3000; LEAD; ILEARN; & Learning Village, WRite to Learn.
14. Native Language support is delivered in TBE & ESL to support literacy skills and the development of academic language in all content areas. Native language is delivered in the mandated number of minutes per week based on the proficiency level.
15. Required services support ELL's skill development and correspond to our ELL's skill deficiency.
16. A transition to high school program is offered to all list notice students. A college and career readiness program is offered to all ELL to improve literacy skills across content.
17. The language electives offered to ELL's include: Spanish, Chinese, Korean, and French.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

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

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

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

How do you evaluate the needs of parents?

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										86	59	40	18	203
Intermediate(I)										86	73	59	64	282
Advanced (A)										70	30	38	26	164
Total	0	0	0	0	0	0	0	0	0	242	162	137	108	649

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

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

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

NYS Science

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

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

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

Question 1 - N/A

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

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

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

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

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

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

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

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

Comparatively, students generally perform well in native language classes. It is found that students who are skillful in NLA are also good in gaining competence in English language. ESL students whose teachers incorporate English Regents instructions in their ESL and NLA classrooms are found to strike great progress in state mandated tests. It is not surprising to find some ELL students (usually in advanced

ESL levels) who pass English Regents Exam, but have not passed the NYSESLAT.

Question 5 - N/A

Question 6 - Describe how you evaluate the success of your programs for ELLs?

Our programs for ELLs can be found successful from the following perspectives.

- 1) Most of the time, at the graduation ceremony each year, the valedictorians or the top ten of the graduates are former ELLs. With the help of ELL programs, these students strike hard and become successful. They outperform their American peers.
- 2) After receiving English training, many of our ELLs successfully pass the English Regents Exam and exams other subject areas in a short period of time.
- 3) Most of the ELLs who complete high school find their place in colleges and universities. Their successful life goes on in college and after college.

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: FHS

School DBN: 460

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carl D. Hudson Jr.	Principal		1/1/01
Dalia Benaissa	Assistant Principal		1/1/01
Mary Vacarr	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Nancy Di Maggio/ Vivian Seleni	Network Leader		1/1/01

School Name: FHS

School DBN: 460

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Flushing High School</u>	DBN: <u>25Q460</u>
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <u>push in</u>
Total # of ELLs to be served: <u>533</u>
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: <u>14</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>6</u>

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: Direct Instruction

Flushing High School is a full comprehensive high school. It has a Spanish Bilingual program, a Chinese bilingual program and an ESL only program for students whose parents choose ESL only and for students who speak languages other than Spanish or Chinese. The area in need of greatest improvement is in student progress in our AMOAs. We have not made AMOA 1 in the last three years and will not make it in the coming years without substantial changes to the way we deliver instruction. While we have made AMOA 2 for the last three years, the AMOA Estimator Tool predicts that with the same rate of progress we will not make AMOA 2 next year.

Our ELL students are 66% Spanish speakers and 22% Chinese speakers. 1% of our students speak other languages. 61% of our students have 0-3 years of service. 17% of our students have 4-6 years of service, and 22% of our students have 7 or more years of service. 104 of our ELLs have IEPs: 63 have self-contained services; 32 have team teaching services; and 11 have resource room. We have 116 freshmen, 143 sophomore, 109 juniors and 140 seniors. In our senior cohort of 140, only 38 have passed the ELA Regents. 18 have not been tested because they are new to the US. 84 still need to pass the ELA Regents. This statistic is an important indicator that reflects the lack of success that our students have meeting New York State Standards for ELA and the Common Core Learning Standards for ELA

Title III Saturday Program Supplemental Direct Instruction

The following program will be paid for with Title III funding except for a Saturday Supervisor.

We have Beginner; Intermediate and Advanced students who are eligible to take the New York State ELA Regents and need extra support beyond the ESL and ELA classes in their regular school day. The ELA Regents passing rate for ELLs at Flushing for the current graduation cohort is 27 %. This will prevent our ELLs from graduating on time. Unfortunately, these same students often have jobs and family responsibilities that prevent them from participating in on-going long-term support after school. In order to address the need of these students, we have developed a program on Saturday mornings. We expect that at least 160 students will take advantage of this program. There will be 8 groups of 15-20 students each.

We will offer 20 sessions of 1:30 minutes each Saturday available from January 5 to June 8, 2013 of the following courses:

ESL Beginner – taught by a certified ESL teacher; language of instruction will be English

ESL Intermediate – taught by a certified ESL teacher; language of instruction will be English

Part B: Direct Instruction Supplemental Program Information

ESL Advanced – taught by a certified ESL teacher; language of instruction will be English

NLA Chinese for SIFE students -taught by a certified Chinese teacher or Chinese Bilingual teacher; language of instruction will be Chinese

NLA Spanish for SIFE students – taught by a certified Spanish teacher; language of instruction will be Spanish

Non-fiction reading and writing in Mathematics– taught by a certified math teacher; language of instruction will be English

Non-fiction reading and writing in Social Studies– taught by a certified social studies teacher; language of instruction will be English

Non-fiction reading and writing in Science– taught by a certified science teacher; language of instruction will be English

Non-fiction reading and writing in Science-Taught by a certified Special Education/Science teacher to focus on the needs of self-contained ELLs; language of instruction will be English.

A supervisor will be on staff but is funded by the school's Title I program.

These classes will serve at least 180 students who will be able to take two of the 9 classes offered. Each class will be one and one half hours. There will be two sessions—one from 9:30AM-11:00 AM and the other from 11:00 AM- 12:30 PM. Students will choose the content class but will be programmed for the ESL class by proficiency. All ELLs will be serviced by an ESL teacher through rotation. All students will be encouraged to take both classes; however, it will be possible for a student to take just one class of his/her choosing.

The science teacher, math teacher and social studies teacher will use the non-fiction readings in Achieve 3000 that relate to the topics of their content areas with the purpose of improving the content area reading comprehension, and writing abilities that are needed in each content area. The ESL and NLA classes will focus on non-fiction reading and writing for argument to support CCLS goals.

Each student will receive a diagnostic test through Achieve 3000. The goal of these courses to increase the Lexile reading ability for each student by one year by the end of the course. This is in line with the results of our ELL Periodic Assessment that demonstrated that our student's weakest skill was reading comprehension. Teachers and students will set comprehensions goals, identify the tasks that will improve their proficiency and mutually monitor progress toward achieving this goal. This will move ELL students closer to meeting grade level CCLS and make them better capable of passing the ELA Regents. The resources we will be using are Achieve 3000 for continuous documentation of students' progress and mastery of reading, writing and comprehension goals. Each student will have an account on Achieve 3000. They will work on these goals through the computer-based program. Our certified librarian will keep the library open 2 hours longer 2 days a week on Monday and Wednesday after school for 20 weeks to provide students with time to work on their goals and research topics in the chosen content areas.

For the direct instruction ESL portion of the class, we will be using both Achieve 3000 and Milestones Program as the material for this course. This instruction will focus on strengthening reading fluency and comprehension through the use of fiction and non-fiction texts with the goal of supporting content area

Part B: Direct Instruction Supplemental Program Information

reading. Instruction is provided by three certified ESL teachers and includes regular and substantive interaction between the student and the teacher providing direction and/or supervision of student work.

After School Title III Program Supplemental Direct Instruction

A certified librarian will open the library 2 extra hours 2 days a week after school on Monday and Wednesday for twenty weeks starting the week of January 1 to May for students to work on research and have access to computers in order to work on assignments in Achieve 3000.

We will provide Chinese NLA and Spanish NLA preparation for the AP Language and AP Literature classes. This year we have increased the number of students taking these classes. AP Language classes will strengthen the NLA growth of our Chinese and Spanish speakers. We need this extra support because this is the first year that all NLA students will take an AP class in their junior and senior year. This class will meet four hours a week (2 hours each on Monday and Wednesday) after school from January 1 to May 1 (15 weeks). There will be 1 certified Chinese teacher and three certified Spanish teachers.

The goal of this class is to provide teachers and students with extra time to be successful on the AP exams and to work in depth on the skills and content necessary for the AP exams in Spanish and Chinese. These classes will be taught by certified language teachers and instruction will be in the home language. There will be 4 groups of 15 to 20 students each. We expect that at least 80 students will take advantage of the program.

Part C: Professional Development

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

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

Begin description here: Professional Development

While we have bilingually certified instructors who teach students in bilingual classes in some content areas, non-bilingual content instructors teaching the ELLs need more instructional support to better serve our ELLs. We also need to support our ESL teachers in the implementation of the CCLS through the teaching of more non-fiction reading and writing in the content areas. To address this need, we have a two pronged approach. We will use both Title III funds Priority and Focus School Allocations Funds (50%/50%) to pay for The Center for Applied Linguistics to provide professional development for 6 science teachers, who currently teach ESL students and 8 ESL teachers. The purpose of this PD is to

Part C: Professional Development

support the teaching of non-fiction content and language objectives focusing on the Common Core Learning Standards. In addition, we will create an instructional relationship between ESL and science teachers to provide ELLs with appropriate, high quality science instruction.

We will coordinate our Priority and Focus School Allocations Funds to strengthen this PD with supporting the collaboration of the ESL and science department. We will use the Priority and Focus School Allocation funding to pay for ESL teachers who will push into science classes as a missed prep outside of their normal teaching day to focus on non-fiction reading and writing skills in science. Each science teacher involved with the PD will have an ESL teacher push into one of their science classes. This will continue for 8 weeks starting in December through February. In addition, ESL teachers will train science teachers to write lessons plans that include language objectives and supports as an after school per session activity. These new lesson plans should include language objectives and language learning activities.

We have engaged the Center for Applied Linguistics (CAL) to provide professional development to six science teachers and our eight ESL teachers. This is necessary because we have ESL only students and students for whom we currently do not have enough students to form a bilingual program. These students are being taught by content teachers, who only speak English and do not have sufficient training to be highly effective with ELLs.

During the 4 full day content area workshops, teachers will learn how to effectively integrate language and content instruction. Two sessions will be consecutive in November. The teachers will work together with their push in and after school activities, and then there will be another day of PD and one day of classroom observation and support. The workshops will include a variety of activities, such as demonstration and explanation, analysis of video teaching sequences, small group tasks, and the development of instructional activities and lesson plans for English language learners tailored to the content area of science. The following topics will be covered: second language acquisition; lesson preparation; building background; comprehensible input; ESL strategies; interaction; practice/application; lesson delivery; introducing vocabulary and review and assessment. Teachers will have the opportunity to work in teams in order to foster collaboration during and beyond the workshop. School administrators are encouraged to attend the workshops.

CAL will provide one day of job-embedded support as a push in to the science classes. The objectives of the coaching/observations/guided lesson planning sessions is to provide additional support to teachers as a supplement to their professional development. Activities will include: classroom observations, coaching sessions, and/or planning meetings with teams to discuss implementation and answer questions. The professional development from the Center for Applied Linguistics will be paid for with Title III funds.

Using Priority and Focus School Allocation funding, 6 ESL teachers will push in support as a missed prep for each of the 6 science teachers for 8 weeks in between the two session of PD. In addition, the ESL teachers will provided lesson planning instruction to the science teachers as a per session activity (8 weeks/2 hours a week after school) to plan lessons that include supports for ELLs. This builds a long-

Part C: Professional Development

term commitment to building capacity of our content teachers and our ESL teachers will have the skills to mentor other content teachers.

The language of instruction for the classes involved will be English. While there are only 204 students in these 6 classes, these science teachers also teach the same lessons to other classes with ESL students. Therefore, the professional development from the ESL teachers will also have an impact on seven other science classes because the same lessons and activities will be used in those classes. This program will reach a total of 408 ESL students. This represents two thirds of all our ESL students. We plan to continue this program as part of a two year action plan and will evaluate the success of the program by the results of the science Regents in June. We are hoping to make push in support part of the regular program offered at Flushing High School next year.

The cost of the PD and the per diem to cover teachers while they are in the PD will be split 50%/50% with Priority and Focus Allocation funds. This includes 8 certified ESL teachers and 6 certified science teachers who will need to have their classes covered for 4 days each. The push in and lesson planning support will be paid for entirely by the Priority and Focus School Allocation Funds.

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: Parental Involvement

Create a parent ESL/Computer Literacy Program. Parents have contacted the parent coordinator that these are their areas of greatest need. This will be taught by certified ESL teachers. The language of instruction will be English.

English language/computer literacy classes for parents will be given on Saturday mornings from 9:30 AM – 12:30 PM. There will be approximately 20 sessions of this workshop. The purpose of the program is to provide the parents of the ELL students with skills in speaking, listening, writing and reading in English using computer-based learning. To use this program, parents will need to learn how to use email, log in to programs, interact with text and answer questions posed by the software. These skills can be transferrable to all uses of computers.

We will use two highly effective programs--Achieve 3000 and the Milestones program from Heinle & Hienle. Parents can use Achieve 3000 in two different ways. For parents whose children are using Achieve 3000 in their classes, they will have parent a log in to the program which allows them to view the same work as their child and learn the same content. Parents may be at a different proficiency level as their children. We are also providing parents with a "student" license to proceed in order that each parent can work at their own proficiency level. This process of sharing the same materials will build

Part D: Parental Engagement Activities

communication between parent and child as they will be able to communicate about school work— something that is very difficult for ELL parents to do. In addition, we will use Milestones supplementary books with parents because these books include fiction and related non-fiction texts. In this way we can introduce parents to CCLS concepts and goals. This will further enhance the parent/student communication.

This program will serve up to 50 parents. Parents will be notified through personalized invitations and flyers in their preferred language to sign-up for this opportunity. We will also use the Phone Messenger to create messages that parents will receive by phone in their preferred language. These classes will be taught by two certified ESL teachers (Jianging Lui and Fan Kong) who will participate in PD for both Achieve 3000 and the Milestones program in addition to the Center for Applied Linguistics PD. This program will be fully paid for by Title III funds.

Part E: Budget

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

Allocation Amount: \$77784

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> 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	?????	?????

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: <u>\$77784</u>		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	?????	?????