



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

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

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

PRINCIPAL: **LEBA COLLINS-AUGONE**

EMAIL: **LCOLLIN@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **ELAINE LINDSEY**

## 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
<b>Leba Collins-Augone</b>	*Principal or Designee	
<b>Janet Gardon</b>	*UFT Chapter Leader or Designee	
<b>Mike Colón</b>	*PA/PTA President or Designated Co-President	
<b>Wanda Ortíz</b>	DC 37 Representative, if applicable	
<b>Armando Correa</b>	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
<b>N/A</b>	CBO Representative, if applicable	
<b>Juana López</b>	Member/ <b>Parent</b>	
<b>Monica Montiel</b>	Member/ <b>Parent</b>	
<b>Patricia Reyes</b>	Member/ <b>Parent</b>	
<b>Candida Almonte</b>	Member/ <b>Parent</b>	
<b>Janet Hughes</b>	Member/ <b>CSA</b>	
<b>Shánua Rodríguez</b>	Member/ <b>UFT / SLT Chair</b>	
<b>Christopher Rodríguez</b>	Member/ <b>Student</b>	

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

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

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
  
- **School leaders should provide and teachers should receive ongoing professional development on how to use data to inform instruction and monitor student progress.**  
(SQR 2012, page 2)
- **Schools leaders and teachers should disaggregate and analyze data by subgroup in order to develop action plans that outline differentiated activities and identify resources to address the identified needs of the subgroups.** (SQR 2012, page 2)
- **School leaders should provide ongoing professional development for Special Education teachers on how to develop IEPs that address the needs of all students with disabilities.**  
Additionally, school leaders should ensure that academic intervention services (AIS) meet the individual needs of all identified students and that resources are available for ELLs to supplement them with native language arts materials. (SQR 2012, pages 4, 5, and 6)

**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 June 2013, as a result of ongoing professional development designed by school leaders, all teachers will acquire an ability to analyze and make instructional decisions using data, to identify the next series of learning steps, so that 50% of the students in the lowest third will accumulate ten (10) or more credits as evidenced by the end of year transcript.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- Teachers will engage in ongoing professional development designed to develop their ability to analyze data and make instructional decisions using data.
- Teacher teams meet weekly and focus on using data such as scholarship reports, learning survey checklists, classroom assessments, and progress reports to inform instruction.
- The data specialist accesses, disaggregates, and disseminates student data.
- The Network Data / IT Point collaborates with the Accountability Point to support the school in providing a professional development workshop in the area of data analysis (Acuity).
- The AUSSIE Consultant works with four (4) teachers once a week for twenty (20) sessions at 6-1/2 hours per week to develop teacher skills in analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.  
Source: Priority School Allocation: See Galaxy Allocation
- School administration provides ongoing professional development, group and individual, with a focus on effective strategies for using data to inform instruction.
- The School Achievement Coaches, provided by the Network, work with individual teachers and the Instructional Leads to align lessons, units of study, and performance-based tasks to the Common Core Learning Standards.
- By January 2013, the report card grades of the target groups (the lowest third, SWDs, ELLs) will indicate which students are on track to earn ten (10) or more credits by June 2013.
- By March 2013, the report card grades of the target groups (the lowest third, SWDs, ELLs) will indicate their progress towards earning ten (10) or more credits by June 2013.
- During each marking period, progress reports, learning survey checklists, classroom assessments, and report card grades will inform teachers and school leaders of student progress towards meeting the annual goal by June 2013.
- September 2012 - June 2013, weekly professional development by AUSSIE consultant and in-house staff, and ongoing support throughout the school year.

**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: Priority School Allocation

**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).

**As a Title I SWP school that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and local sources to address our needs.**

**Funds to support ongoing professional development for teachers on using data to inform instruction, monitoring student progress, disaggregating and analyzing data by subgroup include TLFSF, Title I SWP, TL Children First, Title I 10% Set Aside and 5% Set Aside, ARRA RTTT, and Title I Priority School Allocation.**

**Title I Priority School funds an AUSSIE Consultant for twenty (20) sessions. The consultant works with four (4) teachers one day a week for approximately 6-1/2 hours on analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.**

**Supervisor per session: Priority Focus funds, 22 hours x supervisor per session rate.**

**Teacher per session: Priority Focus funds, 70 hours x teacher per session rate.**

**September 2012 - June 2013, weekly professional development by AUSSIE consultant and in-house staff, and ongoing support throughout the school year.**

**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.

**School leaders should work with all teachers to develop units of study and instructional curriculum maps that include strategies for students in identified subgroups. The units of study should be aligned to the Common Core Learning Standards and include pacing calendars, activities, assessments, rubrics, and sample lesson plans. (SQR 2012, page 3)**

**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, curriculum maps in each of the core academic areas will include research-based instructional practices that are specific to ELLs and SWDs and aligned to the Common Core Learning Standards.**

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- Teachers will engage in ongoing professional development focused on research-based literacy instruction and the development of rigorous curricula aligned to the Common Core Learning Standards to support the diverse needs of students.
- Teacher Teams meet weekly and focus on designing curriculum and aligning instruction to the Common Core Learning Standards. Curriculum maps include modifications to address the needs of identified subgroups, i.e. ELLs, SWDs, and struggling learners.
- School Achievement Coaches for mathematics and literacy provide personalized professional development for teachers to help them design units of study, lessons, and assessments aligned to the Common Core Learning Standards. There is a focus on using multiple entry points to address the needs of identified subgroups, i.e. ELLs, SWDs, and the lowest third.
- The AUSSIE Consultant works with four (4) teachers once a week for twenty (20) sessions at 6-1/2 hours per week to develop teacher skills in analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.  
Source: Priority School Allocation: See Galaxy Allocation
- School administration provides ongoing professional development, group and individual, with a focus on effective literacy strategies and differentiating instruction to support diverse students' needs.
- External consultants for ESL and curriculum development hired by the Network provide professional development for teachers in English, mathematics, ESL, social studies, and science. The focus is aligning curriculum to the Common Core Learning Standards.
- An ESL consultant works with four (4) teachers once a week for four (4) hours for sixteen (16) sessions on ESL methodology, use and development of academic language, and text complexity. Source: Priority School Allocation
- A university field consultant mentors a new science teacher.
- A school-based teacher mentors a new science teacher.
- An F-status Assistant Principal Science provides targeted, subject-specific mentoring for science teachers.
- By March 2013, the curriculum maps in each of the core academic areas will indicate that the Common Core Learning Standards are being addressed. All curriculum maps will be formatted using the same template and provide modifications for English Language Learners, Students with Disabilities, and struggling students (lowest third).
- During each marking period, supervisors will monitor the development and revision of curricula and meet with teachers to assess the quality of the curriculum maps. During informal and formal observations, when observing classes, supervisors will determine the alignment of individual lessons to the curriculum map as well as to what extent students are attaining the learning goal of the day.

### 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: Priority School Allocation

**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).

**As a Title I SWP school that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and local sources to address our needs.**

**Funds to support curriculum development and support for teachers include TLFSF, Title I SWP, Title I 10% and 5% Set Aside, ARRA RTTT, TL Children First Network Support, and Title I Priority School Allocation.**

**The AUSSIE Consultant works with four (4) teachers once a week for twenty (20) sessions at 6-1/2 hours per week to develop teacher skills in analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.**

**Source: Priority School Allocation**

**Title I Priority funds were used to hire an ESL Consultant for sixteen (16) 4-hour sessions. She works with the ESL teacher and three (3) other teachers on ESL methodology, use and development of academic language, and text complexity.**

**Supplies – Professional development books, content-related support materials, literature books connected to designed curricula.**

**Textbooks – Grades 9-12 ELA specific textbooks in support of AUSSIE.**

**Textbooks – Grades 9-12 Math, Science and Social Studies texts to support enhanced curriculum.**

**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.

**School leaders should monitor the impact of professional development in all classrooms through formal and informal observations and provide additional support to teachers where necessary. (SQR 2012, page 5)**

**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.

  X   4.2 Instructional Practices and strategies

  X   4.4 Classroom environment and culture

  X   4.3 Comprehensive plans for teaching

  X   4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

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

**By June 2013, 100% of teachers will engage in strengthening teacher practice with an emphasis on teacher effectiveness and high-quality teaching through formative support based on Charlotte Danielson's A Framework for Teaching as evidenced by more effective lessons.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- Teachers will engage in ongoing professional development designed to strengthen teacher practice related to designing coherent instruction, questioning and discussion techniques, and assessment.
- Teacher teams meet weekly and focus on best instructional practices in concert with the Danielson Framework.
- Network-wide professional development opportunities increase teachers' knowledge about the Common Core together with an understanding of how to become more effective in designing curricula that address the learning needs of a diverse student population. Additionally, teachers receive on site (school-based) support from Network personnel.
- The AUSSIE Consultant works with four (4) teachers once a week for twenty (20) sessions at 6-1/2 hours per week to develop teacher skills in analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study and performance-based tasks, and implementing Common Core instructional shifts to align their lessons.  
Source: Priority School Allocation: See Galaxy Allocation
  - School administration provides ongoing professional development, group and individual, with a focus on effective instructional strategies, i.e. questioning, accountable talk, designing coherent instruction, assessment, analyzing and using data to inform instruction, curriculum mapping, annotating student work, using technology as an assistive tool, building student engagement, scaffolding instruction for SWDs, ELLs and struggling students, embedding literacy strategies into every lesson, and aligning lessons and curriculum maps to the Common Core Learning Standards.
  - School Achievement Coaches and the Network Leader provide professional development for school-based administrators.
- An ESL consultant works with four (4) teachers once a week for four (4) hours for sixteen (16) sessions on ESL methodology, use and development of academic language, and text complexity. Source: Priority School Allocation
- Teacher mentor for new teachers (school-based)
- Itinerant Assistant Principal Science supports science teachers.
- University Field Consultant for new science teacher
- By February 2013, teacher observation reports will reflect teacher improvement in questioning techniques, designing coherent instruction, assessment, and using data to inform instruction.
- By June 2013, school curriculum maps, units of study, and lesson plans will be aligned to the Common Core Learning Standards. Lessons will be rigorous and aligned to improve student learning outcomes as evidenced by passing rates on report cards, Regents scores, and transcripts.
- During each marking period, school administrators and teachers will be informed of student progress towards meeting the annual goal in June 2013, as evidenced by teacher team minutes, formal and informal observation reports, faculty / professional development conference minutes, student work, and scholarship data.
- September 2012 - June 2013, weekly professional development by AUSSIE consultant and in-house staff, and ongoing support throughout the school year.

**Budget and resource alignment**

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

**X**  Tax Levy      **X**  Title IA       Title IIA       Title III      **X**  Set Aside       Grants      **X**  Other-describe here: Priority School Allocation

**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).

**As a Title I SWP school that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and local sources to address our needs.**

**Funds to support teacher practices and decisions include TLFSF, Title I SWP, Title I SWP 10 % Set Aside and 5% Set aside, ARRA RTTT, TL Children First Network Support, and Title I Priority School Allocation.**

**Title I Priority funds were used to hire an ESL Consultant for sixteen (16) 4-hour sessions. She works with the ESL teacher and three (3) other teachers on ESL methodology, use and development of academic language, and text complexity.**

**Supervisor per session: Priority Focus funds, 103 hours x supervisor per session rate.**

**Guidance per session: 84 hours x per session rate.**

**September 2012 - June 2013, weekly professional development by AUSSIE consultant and in-house staff, and ongoing support throughout the school year.**

**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.

**School leaders, with network support, should review current procedures and data on lateness and attendance and develop a plan to improve both. The plan should be implemented and monitored for effectiveness. (SQR 2012, page 4)**

**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 2013, a cohort of identified students who are consistently late and absent, will meet with their guidance counselors to address their social and emotional health as evidenced by guidance logs.**

**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.
- Guidance counselors monitor student attendance and punctuality.
- Chronically late and absent students are targeted for individual and group counseling sessions with the guidance counselors.
- Classroom teachers send progress reports to parents regarding academic progress, attendance, and punctuality.
- Teacher Teams discuss strategies to address / implement / improve student attendance and punctuality.
- The Attendance Teacher conducts home visits and counsels chronically absent students and their parents.
- Guidance counselors track student attendance and tardiness and counsel students and their parents.
- An Assistant Principal Guidance will work one day a week for five (5) hours a day for a total of twenty (20) days. He will provide individual / small group counseling for students who are consistently late and / or absent. Source: Priority School Allocation
- A guidance counselor will work one day a week for seven (7) hours a day for a total of ten (10) days. She will provide individual / small group counseling for students who are consistently late and / or absent. Source: Priority School Allocation
- Assistant Principals and the Principal track student attendance and tardiness and counsel students and their parents.
- A School Aide contacts the homes of absent students daily and records the outcomes in ATS ILOG.
- The Health Aide monitors students' arrival times to school and records the information.
- Educational paraprofessionals provide academic support to designated SWDs in the classroom with their classroom tasks and homework assignments.
- By June 2013, 25% of chronically late and absent students will improve their attendance and punctuality as evidenced by guidance logs and ATS ILOG.
- During each trimester, progress reports, daily attendance lists, parent contact logs, ATS ILOG, and guidance logs will inform teachers and school leaders of student progress towards meeting the annual goal by June 2013.

**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: **AIDP**

**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).

**As a Title I SWP school that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and local sources to address our needs.**

**Funds to support student social and emotional developmental health include TLFSF, Title I SWP, AIDP Attendance, TL RS Mandated Counseling, and Title III.**

**Title I Priority Funds were used to hire an Assistant Principal Guidance. He will work one day a week for five (5) hours a day for a total of twenty (20) days. He will provide individual/small group counseling for students who are consistently late and/or absent.**

**Title I Priority Funds were used to hire a guidance counselor. She will work one day a week for seven (7) hours a day for a total of ten (10) days. She will provide individual/small group counseling for students who are consistently late / absent.**



**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). The PIP template is provided on pages XX through XX in this SCEP.
- 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.
- A non-profit organization, WEDIKO, hired by the school in October 2012, will provide on-site support to the Parent Coordinator to develop strategies that will increase parental involvement once a week for 21 weeks. Source: Priority School Allocation
- WEDIKO personnel, including two bilingual social workers, will visit the homes of students for the purpose of informing families about the type of services that are available in the school community including workshops to strengthen the relationship between the school and its community members.
- A bilingual Assistant Principal provides translation for Spanish-speaking parents at all SLT meetings.
- All members of the SLT will be involved in the discussion, planning, implementation, and monitoring of the SCEP.
- Automated messages are delivered regularly in English and Spanish to all students' homes regarding all school matters.
- In October 2012, a non-profit organization, WEDIKO, hired by the school, collaborated with the Parent Coordinator to implement a plan designed to increase parental involvement and focus on development of the SCEP.
- By June 2013, there will be a 25% increase in the parental involvement in the school community.

**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: Priority School Allocation

**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).

**As a Title I SWP school that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and local sources to address our needs.**

**Funds to support family and community engagement include TLFSF, TL Parent Coordinator, Title I SWP, Title III, Title I 1% Set Aside, and Title I School Priority Allocation.**

**Title I Priority Funds were used to hire WEDIKO, a non-profit organization. WEDIKO staff will provide sixteen (16) days of in-school outreach, consultation, counseling, and home visits. Additionally, they will provide five (5) days of parent and family workshops. A primary goal is to enlist parents in the development of the SCEP goals.**

**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	<ul style="list-style-type: none"> <li>• <b>Increased time on task – double period ELA class for 9<sup>th</sup> grade students</b></li> <li>• <b>Daily independent silent reading for 9<sup>th</sup> grade students</b></li> <li>• <b>Journal writing</b></li> <li>• <b>Literacy skill building</b></li> <li>• <b>Tiered assignments</b></li> <li>• <b>Read-alouds</b></li> <li>• <b>Graphic organizers to improve writing</b></li> <li>• <b>Teachers and Writers Collaborative provide intensive writing program</b></li> <li>• <b>Homework help</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group</b></li>   <li>• <b>Individual</b></li>   <li>• <b>Individual</b></li> <li>• <b>Individual</b></li> <li>• <b>Individual</b></li> <li>• <b>Group</b></li> <li>• <b>Individual</b></li>   <li>• <b>Individual and Small Group</b></li>   <li>• <b>Individual and Small Group</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>During the day</b></li>   <li>• <b>During the day and after school</b></li>   <li>• <b>During the day and after school</b></li> <li>• <b>During the day</b></li> <li>• <b>During the day and after school</b></li> <li>• <b>During the day</b></li> <li>• <b>During the day</b></li>   <li>• <b>During the day</b></li>   <li>• <b>During the day and after school</b></li> </ul>

<p>Mathematics</p>	<ul style="list-style-type: none"> <li>• Increased time on task – double period mathematics class for 9<sup>th</sup> grade students in performance levels 1 and 2</li> <li>• Scaffold word problems</li> <li>• Targeted assignments for students based on performance levels</li> <li>• Use of technology as an assistive tool</li> <li>• Using modeling to link mathematics with everyday life, work, and decision-making</li> <li>• Homework help</li> </ul>	<ul style="list-style-type: none"> <li>• Group</li>   <li>• Individual</li> <li>• Individual and Small Group</li>   <li>• Individual and Small Group</li> <li>• Individual and Small Group</li>   <li>• Individual and Small Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li>   <li>• During the day</li> <li>• During the day</li>   <li>• During the day</li> <li>• During the day</li>   <li>• During the day and after school</li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>• Vocabulary development</li> <li>• Problem solving skills</li> <li>• Use of visuals to enhance comprehension</li> <li>• Reading informational texts</li> <li>• Make up labs</li> <li>• Homework help</li> <li>• Targeted instruction</li> <li>• Cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and Group</li> <li>• Individual and Group</li> <li>• Individual and Group</li>   <li>• Individual and Group</li> <li>• Individual and Small Group</li> <li>• Individual and Group</li> <li>• Individual and Group</li> <li>• Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the day</li> <li>• During the day</li>   <li>• During the day</li> <li>• During the day and after school</li> <li>• During the day and after school</li> <li>• During the day</li> <li>• During the day</li> </ul>
<p>Social Studies</p>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Cooperative learning</li> <li>• Repeated readings</li> <li>• Research projects</li> <li>• Scaffold essay writing</li> <li>• Use of technology as an assistive tool</li> <li>• Tiered assignments</li> <li>• Use of visuals as an</li> </ul>	<ul style="list-style-type: none"> <li>• Group</li> <li>• Group</li> <li>• Individual and Group</li> <li>• Individual and Group</li> <li>• Individual and Group</li> <li>• Group</li>   <li>• Individual and Group</li> <li>• Individual and Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li>   <li>• During the day</li> <li>• During the day</li> </ul>

	<b>assistive tool</b> <ul style="list-style-type: none"> <li>• Use of timelines</li> <li>• Deductive reasoning</li> <li>• Homework help</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and Group</li> <li>• Individual and Group</li> <li>• Individual and Group</li> </ul>	<ul style="list-style-type: none"> <li>• During the day</li> <li>• During the day</li> <li>• During the day and after school</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Assemblies</li> <li>• Workshops <ul style="list-style-type: none"> <li>- <i>Transitional Services</i></li> <li>- <i>Life Skills</i></li> <li>- <i>Hygiene</i></li> </ul> </li> <li>• Community Service Involvement</li> <li>• Behavior Modification Plans</li> <li>• Response to Intervention</li> <li>• Functional Behavior Assessment Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and Small Group</li> <li>• Group</li> <li>• Individual and Small Group</li>   <li>• Individual and Small Group</li>   <li>• Individual</li> <li>• Individual and Small Group</li> <li>• Individual</li> </ul>	<ul style="list-style-type: none"> <li>• During the day and after school</li> <li>• During the day</li> <li>• During the day and after school</li>   <li>• During the day and after school</li>   <li>• During the day</li> <li>• During the day</li> <li>• During the day</li> </ul>

### **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.

- Collaborate with the CFN and specifically with our Human Resources Partner to recruit highly qualified staff.
- Post job openings on the new teacher finder website as well as open hire.
- Attend New York City job fairs to attract qualified applicants.
- Provide immediate follow-up with teachers who have licensing issues.
- Hire teachers that are licensed in their subject area and provide mentoring as needed for new hires.
- Encourage teachers that are not highly qualified to take the necessary coursework.
- Provide tuition reimbursement for selected teachers to obtain dual licensure.
- Professional development is provided to all teachers on a regular basis; this includes monthly faculty conferences, Chancellor's conference days, weekly teacher team meetings, external professional development, inquiry team meetings, and daily meetings with the Assistant Principals.
- High quality professional development is provided to improve teacher practice and student outcomes; topics include Common Core State Standards, student engagement, differentiation of instruction, questioning, assessments, annotating student work, classroom management, etc.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community.

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parents' Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase parent engagement, our school has partnered with Wediko Children's Services, Inc. Wediko clinicians will work closely with the Parent Coordinator, school administrators, and parents to assess needs. They will conduct a series of parent and family workshops designed to meet parent needs such as: communicating with your child, effective discipline, anger management, stress, and wellness support. Additionally, Wediko will conduct a parent engagement program which will include in-school outreach, consultation, counseling, and home visits provided by LCSW and BA support staff.

Additionally, to improve parent involvement and school quality, our school will:

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related.
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved.
- arranging additional meetings at other flexible times, e.g. morning, evening, and providing (if necessary and funds are available) transportation.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.
- sending information related to school and parent programs, meetings, and other activities to parents of participating children. This information is sent in multiple languages and in a format 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.
- notifying parents of students' absences and latenesses.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **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 each day.
- talk with my child about his / her school activities every day.
- set limits to the amount of time my child watches television, plays video games, or uses the Internet.
- promote positive use of extracurricular time such as extended day learning opportunities, clubs, team sports, and / or quality family time.
- encourage my child to follow school rules and regulations and discuss this Compact with my child.
- volunteer in my child's school or assist from my home as time permits.
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about his / her education by promptly reading and responding to all notices received from the school or district.
- respond to surveys, feedback forms, and notices when requested.
- become involved in the development, implementation, evaluation, and revision to the Parent Involvement Policy and this Compact.
- participate in or request training offered by the school, district, central, and / or State Education Department to learn more about teaching and learning strategies whenever possible.

- take part in the school's Parents' Association or serve to the extent possible on advisory groups, e.g. Title I Parent Committees, School or District Leadership Teams.
- share responsibility for the improved academic achievement of my child.
- support the school's discipline policy and dress code.
- notify the school of all address and telephone changes.

### **III. Student Responsibilities**

- attend school regularly and arrive on time.
- complete my homework and submit all assignments on time.
- follow 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.
- follow the school's discipline policy and dress code.

**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 <b>CFN94N206</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>520</b>
School Name <b>FLAGS High School</b>			

### B. Language Allocation Policy Team Composition

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

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

### D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

### 1. Delivery of Instruction:

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

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

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

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

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

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

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

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

### 5. Differentiate instruction for ELL subgroups

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

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

## A. Programming and Scheduling Information

success.

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

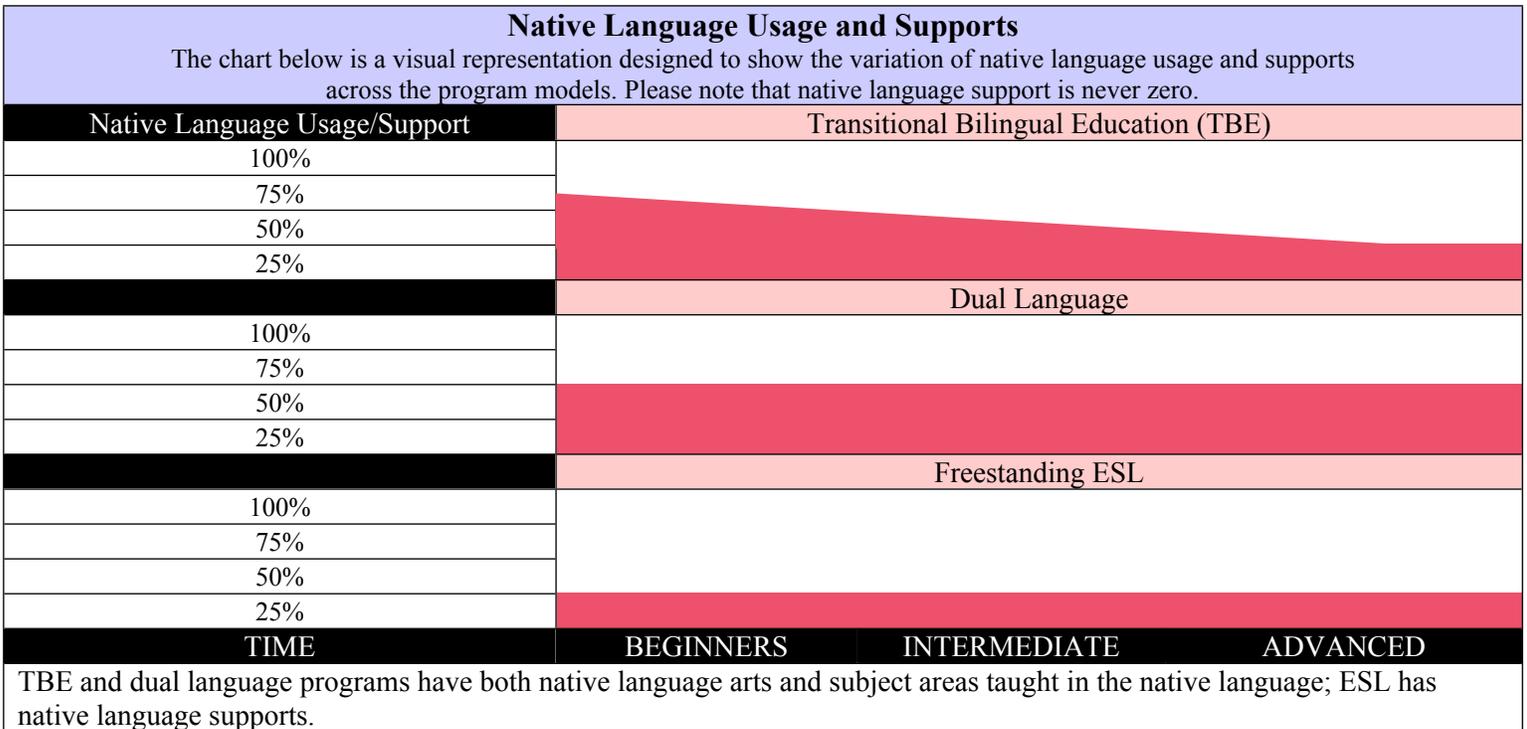
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	1			
Social Studies:	0			
Math:	0			
Science:	0			

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

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



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

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

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

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

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

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

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

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

15. Yes.

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

17. We offer Native Language Spanish.



**C. Schools with Dual Language Programs**

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

Not Application

**D. Professional Development and Support for School Staff**

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

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

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

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

**E. Parental Involvement**

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	1	0	0	7
Intermediate(I)										12	18	7	1	38
Advanced (A)										6	4	2	5	17
Total	0	0	0	0	0	0	0	0	0	24	23	9	6	62

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>										10	13	2	3
	<b>A</b>										2	6	3	0
	<b>P</b>										0	0	1	0

**NYS ELA**

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

**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	5		1	
Integrated Algebra	11		3	

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1.N/A

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

### Additional Information

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

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

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

b. We do not administer ELL periodic assessment.

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

5. Not applicable

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

## Part VI: LAP Assurances

**School Name:** FLAGS High School

**School DBN:** 520

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leba Collins-Augone	Principal		
Ruth H. Serels	Assistant Principal		
Donna Chung	Parent Coordinator		
Jacob McGuffin	ESL Teacher		
Luisa Caba	Parent		

**School Name: FLAGS High School**

**School DBN: 520**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Ferrone	Teacher/Subject Area		
Allison Gentle	Teacher/Subject Area		
	Coach		
	Coach		
Sandra Martin	Guidance Counselor		
Jayne Godlewski	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 2      **Network:** CFN206

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

**Part A: Needs Assessment Findings**

---

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

We reviewed the following documents:

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

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

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

## Part B: Strategies and Activities

---

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

We provide Spanish translation of:

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

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

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

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

We provide the following services:

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

We provide translation for the following:

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

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

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

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

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

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

## 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: FLAGS High School	DBN: 07x520
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Reduced class-size
Total # of ELLs to be served: 49
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: 7
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 6

### 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:

We will provide small group instruction for all English Language Learners, grades 9-12, in social studies, science and mathematics on Tuesdays through Fridays from 3:10 to 4:00 for an average of four hours a week. Instruction will be provided in English by content area teachers. Teachers will model for the students, furnish step-by-step directions; break down the task, support with visual aids, diagrams or pictures and if necessary reteach in a different way.

The ESL teacher will provide an enrichment program for Beginner and Intermediate ESL students after school. The enrichment program will focus on improving reading and writing skills and will be offered on Thursdays from 3:10 to 4:00. Students will engage in a variety of writing activities including shared and guided writing exercises. The ESL teacher will provide students with partially completed graphic organizers or outlines, a framed paragraph or essay with sentence starters to help organize writing, journal writing (the teacher will provide students with sentence stems.) Students will engage in independent reading, read alouds and/or work with a reading partner (this will provide peer support for collaborative learning.) Students will be asked to stop and reflect so as to make sense of what they have heard or read. The readings will be varied. They will include magazine/newspaper articles, content area informational readings and stories.

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

### 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:

In late August we conducted three professional development sessions centered on the Citywide Instructional Expectations, the Common Core State Standards and differentiating instruction for English Language Learners. In the fall and spring terms the Principal and the Assistant Principal in charge of ESL will lead a two session study group for content area teachers centering on various teaching strategies.

**Part C: Professional Development**

These will include but are not limited to double-entry journals, quick write/quick draw (this assessment tool encourages learners to explain their thinking through writing and drawing) and Turn and Talk (this strategy encourages student conversation about what they are learning.) Core content teachers will create and share a portfolio of best practices on how to differentiate and scaffold instruction for ELLs. Each session will be of one hour in duration.

**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:

We will offer two workshops to parents in order to empower them with knowledge so that they can better help their children succeed in school, prepare for college and career. The workshops will focus on the Common Core State Standards, study skills and literacy development. The workshops will be held after school from 4:30-6:00. The guidance counselor will facilitate the workshops. The sessions will be open to parents and students in order to promote a mutual learning experience. Parents will receive written notification of workshops. Translation services will be provided.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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