



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE FLUSHING INTERNATIONAL SCHOOL

DBN (i.e. 01M001): 25Q263

Principal: LARA EVANGELISTA

Principal Email: LEVANGE@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: CYNDI KERR

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lara Evangelista	*Principal or Designee	
Shweta Ratra	*UFT Chapter Leader or Designee	
Olinda Ortega	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Qiao Ying Gui and Diorky Fernandez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Belinda Yee	CBO Representative, if applicable	
Lily Welsh	Member/ Teacher	
Jack Pescatello	Member/ Teacher	
Gui Zhao	Member/ Parent	
Hui Li	Member/ Parent	
Lingyun Piao	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 25Q263

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	412	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	7	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	24	# Music	1	# Drama	6
# Foreign Language	1	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.6%	% Attendance Rate			93.1%
% Free Lunch	87.9%	% Reduced Lunch			7.4%
% Limited English Proficient	88.6%	% Students with Disabilities			0.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			2.1%
% Hispanic or Latino	30.2%	% Asian or Native Hawaiian/Pacific Islander			64.8%
% White	2.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	6.3%	% Teaching Out of Certification			10.8%
% Teaching with Fewer Than 3 Years of Experience	15.6%	Average Teacher Absences			3.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	46.0%	Mathematics Performance at levels 3 & 4			61.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			70.3%
6 Year Graduation Rate	80.4%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The goals that we developed as a community were very much aligned to our model and helped to move our school and staff in school improvement, preparing us to build these goals for the coming year. One goal focused on teacher observations, which prepared teachers for the implementation of Danielson this year. Another goal centered on creating on CCLS aligned units, which is moving us towards aligning all of our curriculum to the CCLS. We also had a goal to implement a mastery-based grading system to use with students, which we accomplished. This will allow us to have more comprehensive data to set goals for student subgroups. Another goal involved the implementation of restorative justice practices and we made real progress for towards this goal and are confident that we can accomplish it in the coming year. Our final goal involved engaging families in using our online grading platform and we were able to reach this goal.						
Describe the areas for improvement in your school's 12-13 SCEP.						
Because we met most of our goals, we don't have any major areas of improvement but we believe that we need more time to reach part of our restorative justice goals.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
Because the SCEP was a new process last year and the funding came in later in the year, it was challenging to create the goals and spend the money since it had to be spent by the end of June. The timeline was very tight.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
The plan was successfully implemented and the work continues this year to build upon these goals.						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	x	No
If all the goals were not accomplished, provide an explanation.						
In our 4th goal around restorative justice, we were able to successfully reach the part of the goal that dealt with training staff and students in our community principles, however, we need more time to train staff on the many different restorative justice practices. We are already making significant progress towards this goal during this school year.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Because we are a school of all ELLs and close to 90% economically disadvantages, we have overlapping subgroups so it is difficult to target particular subgroups separately since close to all of both our Hispanic and Asian subgroup are also ELLs and economically disadvantaged. We need to implement goals with strategies and practices that target multiple groups and needs simultaneously.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Hispanic – ELA, Math; Asian: Math, Graduation rate; Economically disadvantaged: graduation rate				
Describe how the school leader(s) will communicate with school staff and the community.				
We have multiple structures at our school that facilitate communication with staff and the community at our school. Our SLT is a key way that we share ideas with families and look for their feedback. In addition, we have a staff coordinating council made up of staff from the different constituencies in the school and students that help us to discuss and decide upon school wide policy issues. Finally, we have regular staff meetings where school leaders can communicate with staff.				
Describe your theory of action at the core of your school's SCEP.				
We want to build off of the work from last year and create new progress targets for the goals we developed last year. We know that supporting teachers while strengthening our curriculum and instruction and continuing to support students social and emotional development will impact student achievement. By focusing on the areas of teacher effectiveness through the Danielson rubric, continuing our work to align our curriculum to the CCLS, further developing our master-based grading system and our restorative justice practices, we will strengthen our school and our ability to impact student achievement				
Describe the strategy for executing your theory of action in your school's SCEP.				
At the Flushing International High School, we work on instructional teams. These teams are the backbone of the school and a key component of our distributive leadership model. School leaders meet with team leaders of these teams and subject-area teams on a regular basis to plan next steps in our school goals. Staff committees such as personnel, student support and PD				

planning use the goals as a basis for their work for the year. Monthly, all administrative and teacher leaders meet to discuss progress towards goals at our Coordinating Council. This year our school's instructional focus is around questioning and this theme runs through individual and team goals.

List the key elements and other unique characteristics of your school's SCEP.

As I mentioned previously, we are a school made up entirely of ELLs so we have multiple, overlapping subgroups. This means that our entire Asian subgroup are also ELLs or former ELLs and most are also economically disadvantaged, this means that our SCEP goals need to target multiple subgroups at the same time. We also have a number of SIFE students that fall into a number of subgroups but have their own special needs since these students come to us not only as ELLs but also with very low literacy in their native language.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We are a school that focuses on continued school improvement. In our state QR last year and city QR in the past, we were recognized as having a strong team structure in place. School leaders work closely with team leaders to help oversee and manage improvement plans, so that everyone has a stake in its success. We have successfully implemented a number of school initiatives over the past several years and are often contacted by other schools to come visit to see this work in action. We have consistently received strong marks on our city progress report and QRs, having received an A on our last city report card and a proficient on the city QR.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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

Review Type:	Curriculum Audit	Year:	2011	Page Number:	6	HEDI Rating:	n/a
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness
x	

Annual Goal #1

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

By June of 2014, 100% of the teachers will be trained in the Danielson rubric for teacher effectiveness and principal and assistant principal will have conducted at least 6 informal or 1 formal and 3 informal observations of each teacher. Due to the regular teacher observations and strategic PD 40% of teachers will show growth in the questioning band of the Danielson rubric, our area of instructional focus for the year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. In early fall, Principal and AP will support instructional team leaders in facilitating the teachers on their team in self-assessing and developing individual goals using the Danielson rubric during their team meetings and aligning them to key areas of the Internationals Model. By October, teachers will develop their annual goals using the research-based Danielson classroom rubrics based on the areas of growth they identified in their self-assessment. The Literacy Coach will meet with teachers that need more targeted support in developing and achieving their goals. In October and November each teacher will meet with the Principal or AP to discuss and refine their goals. After which, the Principal and AP will develop a schedule for regular informal teacher observation.
2. The personnel committee will develop peer observations and partner teachers based on their areas of growth. These observations will give feedback on the goals developed from the Danielson rubric.
3. The PD committee will plan bimonthly PD sessions on the transition to Danielson and on our instructional focus of questioning.
4. The Personnel Committee will work with the Professional Development committee to develop at least 1 PD to facilitate the peer observation process.
5. The transition to Danielson and work on questioning will be shared with SLT and PTA for feedback.
6. Principal and AP will target their feedback towards teacher goals and the instructional focus, setting next steps after each observation for teacher growth.
7. Principal and AP will review with teachers their growth on the rubric in end-of-year conferences.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP, Literacy Coach, team leaders
2. Chair of the personnel committee
3. Chair of the PD committee
4. PD and Personnel committee chairs
5. SLT, PTA
6. Principal, AP

7. Principal, AP
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Bimonthly team meetings to check with team leaders on goal-setting progress in questioning. 2. Principal or AP will meet with personnel committee 1x per month to review progress on the peer observation development process 3. Principal of AP will meet with PD committee 1x per month to review the goals of the PD plan for the year and check on the progress of the PD planning 4. In monthly meetings with PD and personnel, principal or AP will monitor progress towards development of this PD on peer observation 5. As a standing agenda item at monthly, meetings SLT will get an update on staff PDs and teacher evaluations. 6. Principal and AP will review data in ADVANCE on a monthly basis to track their feedback to teachers and teacher progress in questioning. 7. Principal and AP will meet monthly to review their timeline of observations and make sure that they are on track with completing 6 by May.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. By November of 2013 2. By January of 2014 3. Sept- June 2014 4. By Feb 2014 5. By Oct 2013 6. November – May of 2014 7. By June of 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Per session for team leader meetings and instructional team meetings (Team leaders: 5 teachers, 1 counselor X 2hrs per monthX 6 months) Instructional teams (27 teachers X 4 hrs per month X 6 months) 2. Per session for personnel committee members and for teachers to debrief peer observations (personnel: 5 teachers X 2 hrs per month x 6 mo; 27 teachers X 1 hr per obs X 2) 3. Per session for PD committee members and members of the staff to attend bimonthly PD sessions (personnel: 5 teachers X 2 hrs per month x 6 mo; 28 teachers X 1 hr per month)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
From the 2011 ESCA report, page 6, recommendation 1: Instructional Rigor and Self-Guided learning for ELLs. "Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem-solving, and deeper content understanding, while fostering independence and choice required for more complex student activities such as reflective writing and portfolio creation, in a way that implants instructional practices that are culturally responsive to ELLs.			
Review Type:	Curriculum Audit	Year:	2011
Page Number:	6	HEDI Rating:	n/a

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June of 2014, all teachers will have aligned 80% of their units to the CCLS. In addition, all departments will develop a working draft of vertically aligned student learning goals for their units that are aligned to the CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will meet weekly during common planning time in discipline teams to learn about the Common Core shifts, analyze samples of student work, develop and revise rubrics, assessments and tasks aligned to the CCLS.
2. The professional development committee will develop school-wide PDs to support the work of the disciplines in this area, particularly with the support of the New York City Writing Project.
3. Teachers will participate in CFN, Internationals and/or Performance Standards Consortium PDs related to the CCLS.
4. Principal, AP and school leaders will participate in Internationals, CFN and Performance Standards Consortium meetings to develop the skills to support teachers in the Common Core shifts.
5. 5 Through Request for Proposals (RFPs), groups of teachers will collaborate to assess the rigor of current units, the questions connected to current units, and use the Depth of Knowledge wheel.
6. 6. Through RFPs, teachers will assess current learning goals for students and as disciplines work on vertically aligning the goals and aligning them to the CCLS.

B. Key personnel and other resources used to implement each strategy/activity

1. Discipline leaders, discipline team teachers
2. PD committee chair, New York City Writing Project Consultant
3. Teachers and discipline leaders
4. Principal, AP, team leaders
5. Teacher teams
6. Teacher teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. AP and Principals will meet with discipline teams monthly to review their progress and help them to plan next steps in aligning units and vertical alignment.
2. Principal or AP will meet with PD committee monthly and PD committee with report out monthly to the Coordinating Council on their progress for feedback.
3. During observation debriefs with teachers 6x per year, principal or AP will track each teacher's participation in PDs.
4. Principal and AP will debrief monthly to share what they learn from their leadership meetings and plan next steps in terms of teacher feedback and PDs.
5. Principal or AP will check in monthly with RFP groups to discuss progress and plan next steps to achieve their goals.
6. Same as #5.

D. Timeline for implementation and completion including start and end dates

1. Weekly, September – June 2014
2. Monthly, Sept-June 2014
3. Sept – June 2014
4. Monthly, Sept-June 2014
5. RFP proposals due by February 1, RFPs completed by June
6. Same as #5

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No additional funding needed
2. Per session for PD committee members (PD committee: 5 teachers, 1 social worker X 2 hrs per month x 6 mo)
3. Per session and fees for outside PD (TBD based on individual teachers' needs)
4. Curriculum and staff development services from Internationals Network for Public Schools (@ \$15000)
5. Staff Per session for RFPs (TBD based on proposals submitted and accepted)
6. Staff per session for RFPs (TBD based on proposals submitted and accepted)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.								
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core	
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
On page 5 of our 2011-2012 School Quality Review for an area of improvement the following recommendation was given "consistently use data to set goals for both individual students and subgroups to guide in the improvement of teaching practices across all grades and subjects."			
Review Type:	QR	Year:	2011-2012
Page Number:	5	HEDI Rating:	n/a

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.		
	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	4.5 Use of data, instructional practices and student learning
		x

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By August 2014, 75% of teachers will use data from our standards-based grading system to set individual goals for struggling students and student subgroups and develop interventions accordingly, resulting in a growth in course pass rates.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Administration will work with team leaders, interdisciplinary and discipline teams to support them in analyzing student data around student subgroups. The PD committee will incorporate support for this work in staff-wide PDs, especially through the support of Jumprope, Inc. Teams of teachers will identify high-leverage learning goals in content areas and struggling student subgroups (ie. Hispanic, SIFE, Asian) who are in need of support in these goals and develop strategies and interventions to help move them forward. RFPs from teacher teams will look more closely at the data, track it and develop ongoing curriculum and strategies for intervention. Intervention classes and supports will be implemented in the spring to address the needs of these subgroups. At the end of the year, teachers groups will share best practices to continue and build on for the coming year.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Principal, AP, teacher team leaders PD committee chair and members, Jumprope staff Teachers and administration Teachers Teachers, Principal Teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Principal and AP meet bimonthly with team leaders to assess goal-setting and interventions for student subgroups. At least 2 PDs on using standards-based grading and data by June Monthly meetings with principal or AP to plan interventions and help assess their impact. 2x over the spring semester, rfp groups will submit progress reports to administration on progress to towards their goals.

5. Same as #4
6. Teacher surveys will be administered to teachers after best practice share to gauge next steps

D. Timeline for implementation and completion including start and end dates

1. By January 2014
2. By March 2014
3. By February 2014
4. By March 2014
5. Spring 2014
6. June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for teacher teams (Instructional teams: 27 teachers X 4 hrs per month X 6 months)
2. Per session for PD committee members, contracted PDs with Jumprope (PD committee: 5 teachers, 1 social worker X 2 hrs per month x 6 mo; TBD based on need)
3. Per session for teacher teams (Instructional teams: 27 teachers X 4 hrs per month X 6 months)
4. Per session for teacher teams (Instructional teams: 27 teachers X 4 hrs per month X 6 months)
5. Per session for teachers and supervisors; supplies and educational software for classes (TBD based on assessments of teacher teams)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

In page 11 of the 2012-2013 School Learning Environment survey, 64% of the students said that students get into physical fights in our school "some of the time" and 4% said that students threaten or bully other students at our school "some of the time."

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	11	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June of 2014, and at least 50% of advisors will have engaged in some sort of restorative justice practice for their students (fairness committee, support circle, etc) using these principles and at least 50% of students will have participated in some sort of a restorative practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The counseling team will meet regularly with instructional teams to first set goals and then support advisors on teams in implementing restorative practices on their

- teams and advisory.
- The PD committee will develop at least 2 PDs with the support of the Morningside Center to support staff in these practices.
 - Student support committee will develop curriculum to teach about restorative practices at our school through advisory.
 - By January, 1/3 of staff will be trained by Morningside center on restorative on restorative practices.
 - Counselors will develop at least 1 family workshop on restorative justice work.
 - In the spring, based on teacher and student needs, the student support committee and the counseling department will develop additional professional development in restorative justice for teachers.
 - In the spring, RFPs will be developed by teacher and counseling teams to further develop curriculum, PD and student training in restorative justice practices at our school.

B. Key personnel and other resources used to implement each strategy/activity

- School counselors and social worker
- Teacher teams, Morningside Center
- Student Support Committee
- Teachers and Morningside Center
- School counselors
- Student Support committee members, counselors
- Teachers, counselors, social workers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Counselors will meet with principal or AP 1x per month to report on progress in getting staff members to participate.
- PD committee will report to Coordinating Council 1x per month to report on progress
- Student support committee will report to Coordinating Council 1x per month to update staff on implementation of the program and reduction of incidents.
- At least 3 staff members will attend fall Saturday morningside training
- Counselors will meet with PTA and parent coordinator 1x in the fall to plan workshop and in the spring to assess the workshop
- Student support committee and counseling team will report out 1x per month on progress.
- 2x over the spring semester, rfp groups will submit progress reports to administration

D. Timeline for implementation and completion including start and end dates

- Sept-June 2014
- One by February of 2014, a second by May of 2014
- By fall of 2013
- By January of 2014
- By April of 2014
- Spring 2014
- By Feb 1 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- No additional funding needed
- Teacher and Counselor Per session for Coordinating Council meetings, contracted coaching from Morningside Center (Coordinating Council: 12 teachers, 1 counselor X1 hr per month X 6 months)
- Teacher and Counselor Per session for Coordinating Council meetings, Per session for student support committee members (Coordinating Council: 12 teachers, 1 counselor X1 hr per month X 6 months; Student support: 5 teachers, 1 counselor X 2 hrs per month X 6 months)
- Contracted coaching from Morningside center (separate funding granted to us)
- Per session for counselors and social worker (2 counselors, 1 social worker X 2hrs)
- Per session for student support committee members (Student support: 5 teachers, 1 counselor X 2 hrs per month X 6 months)
- Per session for teachers, counselors and social workers for RFPs (TBD depending on RFP proposals submitted and accepted)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TL Safe Schools

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs		x	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On page 5 of our 2011-2012 School Quality Review for an area of improvement the following recommendation was given "formalize assessment systems in order to enhance to coherence of sharing critical information with students and parents regarding school policies and practices."

Review Type:	QR	Year:	2011-2012	Page Number:	5	HEDI Rating:	n/a
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June of 2014, 30% of families will have been trained in using our online grading software, Jumprope and have logged in at least 1 time to check on their child's data and 80% of students will have logged in at least three times to check on their own progress.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- In the fall, materials and translations will be developed for families and an introductory workshop will be held to train them.
- Students will be trained by advisors in advisory on how to monitor their progress and set goals.
- During fall parent teacher conferences, students will train families on how to use Jumprope and will meet with their advisors to review their progress reports.
- A second family workshop will be developed to train more families in the spring.
- During spring parent-teacher conferences, the parent coordinator will organize student and parent volunteers (who were trained in the earlier workshop) to help facilitate families in logging in to the software to review their child's progress as they wait to meet with teachers.
- Advisors will work with their student advisees to continue to login throughout the spring to check on their progress.

B. Key personnel and other resources used to implement each strategy/activity

- Teachers, parent coordinator and counselors
- Teachers/Advisors
- Teachers, parent coordinator and counselors
- Same as #3
- Same as #3
- Teachers/Advisors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- AP will meet with parent coordinator bimonthly to help plan how to get more parents to learn and more regularly use the program.
- Student support committee will report to Coordinating Council monthly on progress on log-in data and emails from family members.
- Parent Coordinator will collect log-in data from 1st Parent teacher conference to track progress and report to principal
- Parent coordinator and student support committee will report to AP 1x per month to plan 2nd workshop based on parent feedback from the first one.
- AP will meet with PC monthly to plan and prepare for 2nd PT conference training.
- Student support committee will report monthly on log-in progress to Coordinating Council

D. Timeline for implementation and completion including start and end dates

- By Oct 2013

2. By Oct 2013
3. By Oct 2013
4. By March 2014
5. March 2014
6. Sept 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for counselors and teachers, translated materials for families (7 teachers, 2 counselors, 1 social workers x 3 hr workshop; translations TBD)
2. No additional funding needed
3. No additional funding needed
4. Per session for counselors and teachers, translated materials for families (7 teachers, 2 counselors, 1 social workers x 3 hr workshop; translations TBD)
5. No additional funding needed
6. No additional funding needed

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. Recent immigrant English Language Learners receive after- and before-school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.	Students' language is developed in all content areas classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now, music, Science Challenge, Creative writing, Yearbook, Multicultural Student Squad, Tech Squad, student government.	All students who require extra support for the ELA exam receive before- and after- school Regents prep, Saturday review class or during an intervention class that meets 3X per week.
Mathematics	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. In addition, students use the ilearn platform for extra support.	Small group, individual tutoring and ilearn	All students who require extra support for the Integrated Regents exam receive before- and after- school Regents prep, Saturday review class or during an intervention class that meets 3X per week.
Science	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. Before- and after-school tutoring for our most recent immigrant ELL students. Students who require additional preparation for the Living Environment Regents exam will receive small group tutoring before or after school or during lunch-time study sessions.	Science skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school opportunities for students are offered for students who need additional support in completing mandated Regents lab experiments.	All students who require extra support for the Living Environment exam receive before- and after- school Regents prep or during an intervention class that meets 3X per week.
Social Studies	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. Before- and after-school tutoring for our most recent immigrant ELL students.	Skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers.	Students who require additional preparation for the Global Studies and United States History Regents are offered a 3X per week intervention course and/or after-school or Saturday review classes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school.	Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success. Advisory groups and support circles are	Before or after-school, lunchtime and advisory sessions.

	<p>Counselors also meet with teachers weekly to help develop strategies to support at-risk students in class. Other services provided by guidance counselor, social workers, and teaching staff, include condom availability and individual counseling on health-related issues.</p> <p>Our advisory program, where a small group of students meet twice weekly with an advisor to discuss personal and academic challenges. Restorative justice practices are regularly followed to provide students support in advisory. Health topics are also an integral part of the school's advisory program and the school nurse also provides health-related services.</p>	<p>run by staff to support struggling students. Small group and individual counseling available as needed.</p>	
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

FIHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We offer a number of professional development opportunities within our school which begins with teacher goal setting. Teachers set goals using the Danielson framework after self-assessing on this rubric. They develop goals based on 3 areas of growth. They are observed a minimum of 6 times per year where they receive feedback and next steps. They are partnered with peers for peer observations to give each other feedback in their areas of growth at least 2 times per year. They meet weekly in subject area teams and in grade-level teams to plan, share and revise curriculum based on the CCLS and review student work and data connected to the CCLS. In addition, the PD committee plans bimonthly full-staff PD that supports teachers in the Common Core shifts. Finally, we also reach out to our partners, Internationals Network for Public Schools, New York State Performance Standards Consortium, CFN106, QTEL, Facing History and Jump Rope for ongoing PD in helping our

work to become more closely aligned to the CCLS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We work hard to develop our instructional and after-school programs to meet the needs of all of our students and have created a strong counseling team to support the immediate needs of students and families. We enhance our existing program by developing partnerships with organizations that can further meet the needs that arise in our community. Our partnerships with Asian Americans for Equality, the YMCA, the New York State Leadership Council, Crecer Inc, Arab American Family Outreach and the Child Center of New York have helped us to get students and their families the critical health, housing and/or social-emotional assistance they may need.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Subject area teams meet a minimum of once weekly to discuss curriculum and assessment. Teams work together with the support of administration to choose common assessments to help track student progress. In addition, because we follow a standards-based assessment model, students are given multiple opportunities to achieve learning goals through a variety of assessments. Subject area teams regularly plan assessments and review data multiple assessment measures tied to these standards. Over the past year, the PD committee, made up of teachers, has worked to create staff-wide PD to support teachers in this work.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



THE FLUSHING INTERNATIONAL HIGH SCHOOL

144-80 Barclay Avenue Flushing, NY 11355 Phone (718) 463-2348 Fax (718) 463-3514

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 263
School Name Flushing International High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lara Evangelista	Assistant Principal Kevin Hesselstine
Coach Grace Raffaele	Coach
ESL Teacher Erin Dowding	Guidance Counselor Toni Mendoza
Teacher/Subject Area Virginia Benayou/ESL	Parent Olinda Ortega
Teacher/Subject Area Katie Strauss/ESL	Parent Coordinator Yessenia Ortiz-Gavilanes
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Cyndi Kerr	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	417	Total number of ELLs	342	ELLs as share of total student population (%)	82.01%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										4	5	4	4	17
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	5	4	4	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	342	Newcomers (ELLs receiving service 0-3 years)	242	ELL Students with Disabilities	9
SIFE	41	ELLs receiving service 4-6 years	101	Long-Term (completed 6+ years)	4

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	239			99			4			342
Total	239	0	0	99	0	0	4	0	0	342

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	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										40	33	20	26	119
Chinese										37	40	42	55	174
Russian										1	2	1	0	4
Bengali										2	5	1	1	9
Urdu										0	0	0	0	0
Arabic										1	2	2	1	6
Haitian										1	1	1	1	4
French										0	2	0	0	2
Korean										0	2	4	2	8
Punjabi										1	0	0	0	1
Polish										1	0	0	0	1
Albanian										0	1	0	0	1
Other										2	5	4	2	13
TOTAL	0	86	93	75	88	342								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										24	33	28	28	113

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										28	44	37	43	152
Advanced (A)										19	17	18	23	77
Total	0	0	0	0	0	0	0	0	0	71	94	83	94	342

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	156		70	
Integrated Algebra	141	23	104	12
Geometry	40	0	27	0
Algebra 2/Trigonometry	6	0	4	0
Math				
Biology	0	0	0	0
Chemistry				
Earth Science				
Living Environment	102	27	51	16
Physics				
Global History and Geography	129	45	53	10
US History and Foreign Language	145	40	53	16
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We are using the formative assessment developed by the Performance Standards Consortium. This data, along with that culled from our extensive intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). This data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. The data derived from the formative assessment and the intake interview process guides teachers in identifying specific objectives that are specifically focused on each of the four language modalities. Furthermore, by using standard based grading it allows teachers to make informed decisions to help adjust instruction around language acquisition

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4.

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

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

c. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. We are currently analyzing data from our formative

assessment. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

We are not a K-5 program.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As part of the International Approach, one of our main principles is that of Language and Content integration. We believe firmly that this entails both English and Native Language development. Our students' native languages are an asset in the classroom and are therefore incorporated into projects and presentations throughout the school year. Most classrooms make regular use of native language texts as well and may have students complete projects in their native language as well as English. Teachers use data from entrance interviews, as well as state exams to incorporate the students backgrounds and educational history to engage students with an active pedagogy, purposeful planning, and authentic learning experiences.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

No dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

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

Credit accumulation data

Internal quarterly scholarship reports

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#)) All students admitted to The Flushing International High School from a New York City junior high school are recently arrived immigrants who have scored at the beginner or intermediate rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS by our Guidance Counselor, Toni Mendoza, who is also a certified ESL teacher. She then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner. Toni administers the HLIS and conducts the informal interview in Spanish herself since she has a bilingual extension or with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Chinese, Korean. New admits then take the LAB-R within ten days

of admission. Toni Mendoza administers the Spanish Lab to Spanish-speaking students within that same time frame. Certified ESL pedagogues, Erin Dowding or Katie Strauss, administer the LAB-R. Our AP and ELL Coordinator, Kevin Hesseltine, monitors the intake process including the administration of the LAB-R and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students' native languages. In addition to Spanish, Mandarin, and Korean, pedagogues on staff speak French, Russian, Hindi, Tagalog, Portuguese, Italian, Japanese, Nepali and Cantonese. In other instances, we utilize the NYC DOE's Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Kevin Hesseltine prints out the RLAT and RLER (for very recent new admits) reports to determine eligibility. Since the vast majority of our students are eligible to take the exam, Kevin works with all of our ESL teachers to give the Reading, Writing and Listening one instructional team at a time over a period of 5 days in May. Students who are no longer ELLs are pulled out and given assignments by their classroom teachers. These same lists are distributed to the ESL teachers on each instructional team to ensure that over the period of a month that the Speaking section is administered to them. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

2. 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.

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

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

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. However, should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet. The ELL coordinator, Kevin Hesseltine, routinely analyzes our Parent Choice Forms for trends and would work with the parent coordinator and our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

Toni Mendoza, our guidance counselor and ESL-certified teacher, is responsible for the entitlement letters. She with the assistance of Parent Coordinator Yessenia Ortiz-Gavilanes, mails home to parents the entitlement letter once the Lab-R is scored. The AP/ELL coordinator and Toni, with assistance from Yessenia, ensure that continued entitlement letters are sent home in

subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the main office.

4. 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.

Our schools use a language development model similar to sheltered instruction, the Internationals Approach, which is classified as an ESL instructional program by the DOE. We place our students in our ESL program based on our parents request through the Program Selection Forms; consequently, all of our ELLs are in an ESL instructional program. Parents who requested TBE or Bilingual are informed that they will be contacted if we have the numbers to open one up. We also offer to help them if they want to find another kind of program. New parents receive a letter with a copy of the students' program and several orientations to our program are held throughout the month of September. Continued entitlement letters are sent to students who continued to be eligible for ELL services. All correspondence is copied and maintained in a binder in the main office and the ELPC screen in ATS is updated within 20 days .

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Nearly the entire school is made up of ELLs, we determine NYSESLAT eligibility through ATS using the RLER report.

Therefore, all students are given reading, writing, listening on the same day early in the testing period. Speaking is done over the course of the month by the certified ESL teachers in our school by pulling out students one-on one. Absent student are made up on make-up days. The following pedagogues administer the NYSESLAT: Kevin Hesseltine, Marie Mendoza, Virginia Benayou, Erin Dowding, Kevin Marquez, Timothy McCarthy Cristina Sandoval, Natalie Solomon, Katie Strauss and Tony Tsai.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75-100 students. While teachers are responsible for teaching their own individual classes, they plan curriculum jointly and occasionally team teach classes as well.
 - b. Our school uses all of these program models. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are on three distinct interdisciplinary instructional teams while 11th and 12th grade students are on distinct instructional teams. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project or learning activity. Teachers also use these blocks to take advantage of learning opportunities outside the building at such places as museums, cultural organizations, and other community organizations
2. 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)?

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

All students take math, science, social studies, arts, and ESL and/or English every year. The Internationals approach is similar to a sheltered instruction model in that content area teachers have an understanding, training and background in teaching ELLs. Because students are on a team with an interdisciplinary team of teachers, the team works together to develop curriculum and materials for their ELL students. The ESL teacher on the team provides support in the scaffolding of the work and in incorporating the content of other classes into their language class as a means of additional support. Although the language that teachers use from the front of the room is English, the language of instruction for specific Common-Core aligned projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. A variety of English and native language texts are used in the classrooms and many projects incorporate a native language component. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that develop both language and content knowledge simultaneously. The school makes a significant investment in professional development to make sure all of our teachers in every subject area have the necessary skills and conceptual understanding of language development to deliver the needed instruction that meets students' needs. This professional development is ongoing and sustained from year to year and has focused on the past few years on aligning all of our curriculum to the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Since our school is comprised of entirely of English Language Learners (or former ELLs), all the teachers work towards attainment of content and language development in their classrooms. As our school has collaborative team structure, teachers meet on a weekly basis in their interdisciplinary teams as well as in disciplinary teams. Teachers plan their curriculum with each other's supports and share their best practices. Every team has minimum two teachers certified in ESL. Our school's instructional model is project based instruction which involves teaching content through language integration at each level. We have a new mastery based grading system where students are evaluated formally and informally on the content as well as language outcomes. These language outcomes are shared across teams of teachers and focus on all the four modalities: listening, speaking, writing and listening. Besides developing their language through project based instruction, our students engage twice each year in formal and authentic assessments. These formative assessments are presented through portfolio presentations of common core aligned projects. Every student defends his or her products of experiential learning through oral presentations supported by evidence from the written work.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying

academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

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

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

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

Class/Content Area	Language(s) of Instruction

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

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

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

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

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

Native Language Usage and Supports

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



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

native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Academic as well as non-academic programs that our school offers are designed and instructed to further the big goal of our school, which is to support students in their content as well as language development. The College Now programs support students in attaining credits and prepare them for the expectations of the college level instruction. The disciplines of Math, Science, Social Studies, English and Art support students in recovering credits in the specific disciplines where they are struggling or in doing more challenging work to enhance their skills based on the mastery based grading system our school adopted. These programs also prepare students to take the Regents Exams while engaging them in project based experiential learning as per INPS standards. All the programs offered are targeted towards and suit the needs of students ranging from beginner ELLs to advance ELLs. The SSR, Explorers Club, Team Interventions classes are targeted towards supporting mainly beginner ELLs but are not restricted to them at the same time College Now and Intensive Senior Institutes are catered towards enhancing the development of Intermediate to Advance ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

More targeted support for our SIFE students. We are sending teachers for professional development. We are partnering with CARA, a college and career access organization to strengthen our college access curriculum. In addition we are strengthening our ELL enrichment program, with enrichment courses in ELA and MATH and targeted credit intervention to support struggling students.

12. What programs/services for ELLs will be discontinued and why?

No programs or services are being discontinued this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

- ELA, U.S. History, Living Environment, Math Regents Review for ELLs
 - Science Challenge (after-school program)
 - Creative Writing Group
 - Drama Club
 - English Language Game Club
- After-school homework help (3X per week)
Theater Development Fund
Chess Club
Student Government
Multisquad

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not Applicable- Our school does not have a dual language program

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

- Inquiry Projects – groups of subject area teachers in a common area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.

- Weekly professional development meetings for all pedagogues, which include the following activities:

- o Analysis of student work in order to improve instruction/design interventions
- o Analysis of student assessments (project-based learning)
- o Social-emotional progress of a teaching team's shared students
- o Formation and refinement of discipline specific benchmarks at each grade level
- o Peer critiques of teacher-generated curricula

- Peer observations – all pedagogues observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.

- All staff participates in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, counselors.

- International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.

- QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.

- Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

2. We have had ongoing Common Core training over the past 2 years and will continue to do so as we have been working to align all of our projects and curriculum to these standards. Our CFN network and the Internationals Network for Public Schools have offered several PD sessions on the Common Core. Teachers have worked with their departments to learn about the Standards in term of their discipline as well as strategies to implement them..

3. Interdisciplinary teams take responsibility for orienting new students to our school and program through our advisory program

and by pairing them up with a "buddy" who shares the exact same class schedule. Counselors meet with teams each week to address concerns on the team and to help them support students as they transition. Counselors receive training through the Internationals Network and the CFN network. Our Student Support Committee has liaisons to each team and an administrator who meet biweekly to discuss student support issues, like transitioning and to create advisory curriculum to support advisors in this process.

4. All professional development at our school is focused on building capacity in all teachers to support students' language development in all classes by employing ESL methodologies since most of our students (and all of our newly admitted students) are ELLs. The professional development program described in #1 above provides multi-year, on-going professional development for all members of the faculty. Even if teachers participated only in the in-school professional development – the bare minimum for our teachers – they would be participating in a minimum of forty hours of professional development a year. In addition, our school participates in professional development organized by Internationals Network for Public Schools, including intervisitations, summer and election day professional development, and a variety of inter-school project-based learning opportunities. Since all staff participate in the above-mentioned professional development opportunities throughout the course of the school year, everyone receives many more hours than the current 7.5 required annually. This year the focus is supporting ELLs with the Common Core Standards. Our PD committee develops each PD and maintains records in our PD binder.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our entire school is for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Open School Night and Open School afternoon. Turnout is lower for monthly Family Association meetings, even though we pair such events with student work showcases, CBO workshops, and performances. We have far more engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. Our PTA officers meet monthly to plan workshops and monthly meetings. They also call families to encourage them to participate. We currently have 5 parents who are regular participants in our SLT. We also work with a CBO to encourage parent involvement. They run a Power Parents group made up of 15 of our parents who participate and volunteer regularly in our workshops and activities. For all meetings and activities we always have in-house Spanish, Chinese and Korean translators available. We use outside services if any other languages are needed.
 2. FIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families:
 - International Rescue Committee (IRC) (refugee support services)
 - Coalition for Asian Children and Families (CACF) (college and career readiness, advocacy, and various others)
 - The New York Immigration Coalition (NYIC) (immigration, college and career)
 - Asian Americans for Equality (immigrant rights, health, housing, etc)
 - New York Student Leadership Council (rights for undocumented students)
 - CUNY (college access and financial aid)
 - Arab American Family Services (domestic violence)
 We provide translators in our major languages (Spanish, Chinese and Korean) and seek outside translators for other languages.
 3. Parent needs are determined through surveys distributed to them by the parent coordinator and subsequently collected and analyzed by the PTA. This occurs in the beginning of the year, when surveys are sent home in native languages with students and distributed at Parent Teacher Association meetings. In addition, monthly consultations are held with the officers of the PTA to determine needs on an ongoing basis.
 4. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above and from feedback from the PTA officers and the SLT. Translators in our major languages (Spanish, Chinese and Korean) are always provided and we seek outside translators for our other languages if needed.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Flushing International HS

School DBN: 25Q263

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lara Evangelista	Principal		1/1/01
Kevin Hesseltine	Assistant Principal		1/1/01
Yessenia Ortiz-Gavilanes	Parent Coordinator		1/1/01
Erin Dowding	ESL Teacher		1/1/01
Olinda Ortega	Parent		1/1/01
Katie Strauss/ESL	Teacher/Subject Area		1/1/01
Virginia Benayoun/ESL	Teacher/Subject Area		1/1/01
Grace Raffaele	Coach		1/1/01
	Coach		1/1/01
Toni Mendoza	Guidance Counselor		1/1/01
Cyndi Kerr	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Before/After School Academic Program for ELLs:

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

Regents Support for ELLs:

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

Part B: Direct Instruction Supplemental Program Information

Language Support Groups:

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

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

September 19, Orientation; Provided by staff

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

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

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

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

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

February 14, Immigration workshop; provided by Catholic Charities

March 21, Parenting your teenager; provided by staff

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

May 23, Summer Resources, provided by staff

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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