



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FLUSHING HIGH SCHOOL

DBN (i.e. 01M001): 25Q460

Principal: JAMES C. BROWN

Principal Email: JBROWN78@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: NANCY DIMAGGIO

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
James C. Brown	*Principal or Designee	
Erin Flanagan	*UFT Chapter Leader or Designee	
Lorena Castro	*PA/PTA President or Designated Co-President	
Susan Sgambati	DC 37 Representative, if applicable	
Shadane Franklin, JaChin Holness	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sheldon Minnus	CBO Representative, if applicable	
Bueno Belkis	Member/ Parent	
Rosa Carrasquillo	Member/ Parent	
Patricia Cuti	Member/ CSA	
Tanera Ford	Member/ Parent	
Terence Gibbs	Member/ UFT	
Gabriela Preda	Member/ Parent	
Quanette Washington	Member/ Parent	
Janet Wilkes	Member/ Parent	
Juanita Williams	Member/ Parent	
Agata Wudarczyk	Member/ UFT	
	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

A. 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 14 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
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
--	---

School Information Sheet for 25Q460

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	2499	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	60	# Dual Language	N/A	# Self-Contained English as a Second Language	2
Types and Number of Special Education Classes (2013-14)					
# Special Classes	81	# SETSS	41	# Integrated Collaborative Teaching	127
Types and Number of Special Classes (2013-14)					
# Visual Arts	36	# Music	52	# Drama	10
# Foreign Language	131	# Dance	N/A	# CTE	30
School Composition (2012-13)					
% Title I Population	64.6%	% Attendance Rate		83.2%	
% Free Lunch	70.3%	% Reduced Lunch		6.1%	
% Limited English Proficient	19.2%	% Students with Disabilities		13.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		27.2%	
% Hispanic or Latino	49.1%	% Asian or Native Hawaiian/Pacific Islander		20.0%	
% White	2.9%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.34	# of Assistant Principals		10	
# of Deans	N/A	# of Counselors/Social Workers		13	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		3.9%	
% Teaching with Fewer Than 3 Years of Experience	16.9%	Average Teacher Absences		7	
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	52.3%	Mathematics Performance at levels 3 & 4		46.9%	
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		54.2%	
6 Year Graduation Rate	70.2%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	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		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Yes
White	Yes	Multi-Racial		N/A
Students with Disabilities	No	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 former principal strategically aligned resources, schedules, new hires, and staff assignments, to effectively support structural goals and close the achievement gap as evident in meaningful teacher and student work products. (1.3)			
The school's curriculum are designed around key standards and integrate common core learning standards – aligned units, increasing rigor and engagement of a diversity of learners.(1.1)			
Teachers' participation in structured professional collaboration on grade level and subject area teams promotes school goals around the common core learning standards and focusing on improving pedagogy and student learning. (4.2)			
Describe the areas for improvement in your school's 12-13 SCEP.			
The overall graduation rate needed to be improved from 59.1%. 10 th and 11 th grade limited English proficiency students needed to demonstrate increased progress as measured by the NY SESL a T exam. Superintendent suspensions needed to decrease when compared to the previous years. There was a need to increase the amount of highly effective partnerships to support socio-emotional and academic success among the students.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The school leader was in her first year as a building principal. During the Spring of 2013, New York City Department of Education decided to co-locate two new schools at Flushing. This was an unexpected addition to the work load of several administrators and a distraction to the faculty.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The instructional strategies and activities planned for 2012 -2013 school year were implemented as described in the 2012 – 2013 SEP.			
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.			
Annual Goal Number One – By August 2013, the overall graduation rate with demonstrated and proven a 33% over that of the overall August 2012 graduation rate of 59.1%. This goal was not met. The four-year graduation rate was 54.2%, which was a decrease compared to the prior year.			
Annual Goal Number Two – By June 2013, all content area teachers will design/implement and assess to see CLS Chancellor's mandated units(LDC model in ELA, Social Studies, and Science), as measured by classroom observations and CPT teacher analysis of student work. Based on conversations with Flushing High School staff this goal was met.			
Annual Goal Number Three – by August 2013, 10th and 11th grade LEP students will demonstrate increased progress by one ESL level toward achieving proficiency as measured by the NYSESLAT exam. This goal was not met. While 38.6 % of all ESL students meet this goal, 27.6 % did not test, 3 % dropped a level, and 30.7 % stayed the same.			
Annual Goal Number Four-By June 1, 2012, 2012-2013 Superintendent Suspensions will decrease by 5 % as compared to previous 2011-2012 school year as evidenced in OORS. This goal was met. There was a 7.40% decrease in superintendent suspensions, from 27 to 25.			
Annual Goal Number Five-By June 2013, increase the amount of highly effective partnerships to support socio-emotional and academic success as measured by program attendance by students, parents, and community members and surveys. This goal was met. The College and Career Pathways Center office in partnership with the Asian-American for Equalities organization was renovated. A system to train and supervise youth leaders to staff and support their peers through the college application process			

was established and implemented. A freshman center was designed and developed with the Sports and Arts School Foundation.

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.

Flushing High School's enrollment was smaller than projected. While there was a \$1.1 million reserve set aside for register loss, this reduction in enrollment required the excessing of staff members on September 20. The table of organization does not reflect the needs of Flushing High School and will require at least one full school year to adjust based on contractual agreements between United Federation of Teachers, counselors, supervisors, administrators, and the New York City Department of Education.

In addition, a new Principal and new Assistant Principal of Organization began August 30 and August 18 respectively. Both of these administrators began the school year without secretarial support.

List the 13-14 student academic achievement targets for the identified sub-groups.

For Cohort 2014, the overall June graduation rate will be 50.3%.

By June 2014, overall passing rate for the English Regents will improve by 5% when compared to the 2012 – 2013 rate.

By June 2014, all content area teachers will implement and assess ninth-grade curricula to ensure its alignment with the Common Core Learning Standards and that 10th-12th grade curriculum is aligned with applicable content standards. Increased proficiency levels on the New York State English Regents among 25% of our bottom third students will measure the implementation of this alignment.

By June 2014, the total number of 10th and 11th grade LEP students who demonstrate increased progress by one English proficiency level as measured by the NYSESLAT exam will increase by 3%.

By June 2014, 2013-2014 principal suspensions will decrease by 5% as compared to the 2012–2013 school years as evidenced in the OORS.

Describe how the school leader(s) will communicate with school staff and the community.

After school principal and assistant principals analyzed the 2012-2013 New York City Progress Report, 2012 2013 Quality Review, and 2012 2013 Learning Environment Survey, school goals were developed. These goals were shared and discussed with the School Leadership Team who made several changes. The revised school goals as well as the data analysis of the aforementioned documents were shared with the faculty. Revisions suggested by the faculty were made and this document was shared with district leadership. During the January Parent-Teacher Association meeting, the principal will share the SCEP with parents.

Describe your theory of action at the core of your school's SCEP.

If Flushing High School has extended time learning opportunities, then the school will have a variety of pathways to allow students to accumulate credits and improve the probability of their passing necessary Regents exams for graduation. If teachers utilize curriculum which is aligned to the Common Core Learning Standards, then students will receive the rigorous work that is necessary for them to pass New York State Regents Examinations and become college and career ready and;

If Flushing High School has professional learning communities, then it will have scheduled time for teachers to discuss their work and the students' work that is produced and;

If teachers share the successes of their colleagues and tap into their own expertise around the challenges that are similar in each of the classrooms, then teachers will be able to utilize successful strategies within their classroom practices with the support of their colleagues and;

If teachers utilize these successful strategies in their practices, then students will benefit from the resulting effective instruction

and then;

Student learning will increase as evidenced by increased graduation rate, credit accumulation, Regents passing rate, increased NYSESLAT scores, and reduced principal suspensions.

Describe the strategy for executing your theory of action in your school's SCEP.

English, Mathematics, Science, Social Studies, English as a Second Language, and Foreign Language teachers have daily common planning periods. In addition, teachers of ninth grade students have an interdisciplinary daily common planning period. In addition to the daily common planning period, Flushing High School has a shortened bell schedule two days per month which allows faculty to engage in professional development around the Charlotte **Danielson's Framework for Effective Teaching(Check Advance binder)** for one and a half hours per day. Through the utilization of the new teacher evaluation system, assistant principals and principal will support the implementation of curriculum aligned with the **Common Core Learning Standards**. Since all students will be receiving more effective and rigorous teaching, many will need extended time to learn the new curricula.

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

There are two community based organizations: Sports and Arts Schools Foundation and Asian Americans for Equality that provide support for students during the instructional day and during afterschool. There is an assistant principal dedicated solely to English Language Learners and an assistant principal for the Freshman Academy. With the unique focus on literacy through the content area, a third assistant principal is dedicated solely to English and a fourth to Social Studies. Flushing High School received a grant for \$75,000 from the Office of Safety and Youth Development for the purpose of developing alternative learning opportunities for students who have repeated violations against the school code of conduct. Through a grant from AT&T Corporation, Sports and Arts School Foundation will provide mentoring to 10th grade students, a cohort which has the lowest percent of 10 or more credit accumulation. A new principal was hired for Flushing High School who has experience and specialized training in successfully transforming low performing schools.

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

A new principal was hired for Flushing High School who has experienced and specialized training in successfully transforming low performing schools. This principal has been recognized by New York State as a high-performing gap closing leader for three consecutive years. This principal was also recognized by New York City for his transformation work by receiving a performance award when his school met SURR performance targets.

2012 – 2013, Flushing High School had a weighted Regents passing rate in Mathematics that was higher than its peer schools and the New York City average.

Three of the five goals were met in 2012-2013. While there was a reduction in faculty and staff due to a declined student enrollment, the only new addition is an experienced transformational building principal. Administrative and student support systems as well as structures for professional learning communities exist. The faculty has been exposed repeatedly to Danielson's Framework for Effective Teaching and has received extensive amounts of professional development.

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).

Secure the use of research-based teaching practices derived from a common framework across classrooms to result in all students demonstrating high levels of thinking, discussion and engagement.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
---------------------	----	--------------	------	---------------------	---	---------------------	---

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
X	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

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 2014, the overall graduation rate will demonstrate an improvement of 3% over that of the June 2013 graduation rate of 47.3%

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.

Strategies/activities that encompass the needs of identified subgroups

1. Daily common planning time meetings for 9th grade academy and 10th-12th grade departmental teams for the development of Common Core Learning Standards units across the disciplines are facilitated by assistant principals and/or lead teachers.
2. Twilight Academy/Boot Camp are alternative and extended day and time learning opportunities that occur during afterschool and Saturdays. These opportunities give students a chance to earn credits outside the normal school day.
3. Apex Academy is a blended learning pathway that utilizes digital learning and allows students to access opportunities to learn and demonstrate that learning 24 hours per day , every day.
4. 45 minute and 60 minute Regents Prep sessions in ELA, Global Studies, US History, Living Environment, Earth Science, Integrated Algebra, Geometry, Alegbra2/Trigonometry, and three hours at the Saturday Academy, funded by Title 1 Priority/Focus
5. Two shortened instructional days to facilitate professional development on Danielson's Framework for Effective Teaching
6. Sheltered Instructional Observational Protocol staff development

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

1. Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
2. Content Area teachers, Secretary, School Aide, Administrator
3. Content Area teachers, Secretary, School Aide, Administrator
4. Content Area teachers, Secretary, School Aide, Administrator
5. Building Principal, Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
6. Building Principal, Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education

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

6. Teachers of for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies and Special Education will demonstrate more effective teaching during observations throughout the year and their students will show increased levels of proficiency on actual and mock Regents examinations.
7. 229 12th graders received 1st marking period Progress Reports that had teacher comments about attendance related concerns, These students will demonstrate

improved attendance during Marking periods 2-6 and will pass their classes before or by June 27, 2014. 10 -11th graders who passed all required Regents with 65 or higher will pass all of their required classes by June 27, 2014. 15-11th graders who received at least a 55 or higher on all required Regents, 3-10th graders who passed all required Regents with a 65 or higher will pass all required classes by June 27, 2014. These students will earn credits by March 31st and will be enrolled in finals courses by April 1st.

8. 160 students needing accelerated credit accumulation will complete ½ of their Apex courses by March 31st and the rest by June 27th.
9. Bottom Third Students will attend before school, afterschool, and Saturday classes regularly before the administration of the Regents examinations. 25 % of these students will show an increase in proficiency by the June 2014 administration of the Regents.
10. All teachers will demonstrate improvement as measured on the HEDI scale on their observations when earlier evaluations are compared to later ones.
11. All teachers' scholarship rates will improve as they receive more strategies for teaching academic English which improves the learning of all students.

▪ **Timeline for implementation and completion including start and end dates**

1. 47 minutes daily from September 9th- June 16th
2. Monday-Thursday, 3:45pm-7:45pm- Monday, December 9th and end June 14th
3. **Apex Academy will begin December 9th and end June 14th**
4. Monday-Friday, 7:10am-7:50am; 3:45pm-4:45pm Saturday 9:30am-12:noon will begin December 7th and end June 14th
5. Twice per month: Mondays 2:02pm-3:35pm
6. March 2014-May 2014

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

1. Daily Common Planning Time
 - a. 98 teachers X 179 sessions X 47 minutes (Tax levy)
2. Twilight Academy/Boot Camp
 - a. 4 Teachers X 75 sessions X 4 hours @ 50.41/hour
 - b. 3 teachers X 54 hours (6 sessions @ 8 hours and last session @ 6 hours) @ 50.41/hour
 - c. 1 Guidance Counselor X 74 hours @ 54.19/hour
 - d. 1 Supervisor X 23 hours @ 52.75%/hour
 - e. 1 Secretary X 45 sessions X 2 hours @31.06/hour
3. Apex Academy will begin December 9th and end June 14th
 - a. 6 Teachers X 90 session X 1 hour @ 50.41/hour
4. Before, After School, and Saturday Regents Prep will begin December 7th and end June 14th
 - a. 10 teachers X 80 sessions x 45 minutes (Before) @ 50.41/hour
 - b. 10 Teachers x 80 sessions x 1 hour (After) @ 50.41/hour
 - c. 20 teachers X 19 sessions x 3 hours (Saturday) @ 50.41/hour
 - d. 2 Teachers X 8 sessions X 2 hour (Saturday-Make Up Labs) @ 50.41/hour
 - e. 1 Supervisor X 19 sessions X 4 hours (Saturday)@52.75
 - f. 1 Supervisor X 19 sessions X 1.5 Hours (Before and After) @52.75
5. Professional Development Days began November 4th
6. 148 teachers X 16 sessions X 90 minutes (Tax Levy)
7. 122 per diem days for 4 full days of 18 full time teachers and 50 per diem days for 10 AP and Lead Teachers who teach from 1 to 3 periods per day

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	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.										
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
x	PF ELT	x	PF Inquiry Teams	x	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).

Build consistency in teachers' use of ongoing checks for understanding and collaborative analysis of common assessments results to adjust instructional decisions on the classroom and team level to increase student achievement

50 % of our students who responded to the Learning Environment Survey disagree with the statement "Most of the teaching staff at my school make me excited about learning." New York City Department of Education Learning Environment Survey-page 9

Review Type:	QR, LES	Year:	2013	Page Number:	6,9	HEDI Rating:	D
---------------------	---------	--------------	------	---------------------	-----	---------------------	---

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	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	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 2014, all 9th grade content area teachers will implement then assess curricula to ensure its alignment with to the Common Core Learning Standards and 10th, 11th, and 12th grade teachers will implement curricula is aligned with applicable content standards. The implementation of this alignment will result in an increase in proficiency levels on the English Regents among 25 % of our bottom third students.

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. Interdisciplinary daily common planning time meetings for 9th grade Academy and 10th-12th grade Departmental Teams will included professional development activities provided by lead teachers and assistant principals.
2. 3 hours per month of professional development on Danielson's Framework for Effective Teaching
3. There will be before and after school extra help sessions to assist students with CCLS aligned tasks
4. There will be additional opportunities for Collaborative Team Teachers to plan lessons together before or after school

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

1. Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
2. Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
3. All ELA, Math, Science, Social Studies, Native Language Arts, ISS, and ESL teachers
4. All ELA, Math, Science, Social Studies, Native Language Arts, ISS, and ESL teachers

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

1. Teachers of for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies and Special Education will demonstrate more effective teaching during observations throughout the year and their students will show increased levels of proficiency on actual and mock Regents examinations.
2. All teachers will demonstrate improvement as measured on the HEDI scale on their observations when earlier evaluations are compared to later ones
3. Students attendance during extra help sessions will increase as will course passing rates and eventually Regents passing rates
4. ISS students that are scheduled for ICT classes will have increased course and Regents exam passing rates.

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

1. 47 minutes daily from September 9th- June 16th
 2. Twice per month: Mondays 2:02pm-3:35pm
 3. Daily: 7:10-7:55am; 8:00am-8:47am, 2:50pm-3:37pm; and 3:37pm-4:30pm
 4. Daily: 7:10-7:55am; 8:00am-8:47am, 2:50pm-3:37pm; and 3:37pm-4:30pm
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Daily Common Planning Time
 - a. 98 teachers X 179 sessions X 47 minutes (Tax levy)
 2. Professional Development Days began November 4th
 3. 148 teachers X 16 sessions X 90 minutes –(tax Levy)
 4. 2800 per session teacher hours from January 2014-June 2014 for AM and PM Extra Help
 5. 40 per session teacher hours from January 2014-June 2014 for CTT lesson planning before or after teacher work day

Budget and Resource Alignment

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

	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	x	PF Inquiry Teams	x	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 #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).

Build consistency in teachers' use of ongoing checks for understanding and collaborative analysis of common assessments results to adjust instructional decisions on classroom and team level to increase student achievement

Review Type:	QR	Year:	2013	Page Number:	6	HEDI Rating:	D
---------------------	----	--------------	------	---------------------	---	---------------------	---

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.

x	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
x	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

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 June 2014, the total number of 10th and 11th grade LEP students who demonstrate increased progress by one ESL level towards achieving proficiency as measured by the (NYSESLAT) exam will increase by 3 %.

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. Daily Common Planning Time meetings for 9th grade Academy and 10th-12th grade Departmental Teams for the development of Common Core Learning Standards units across the disciplines facilitated by assistant principals and /or lead teachers.
2. 3 hours of professional development on Danielson's Framework for Effective Teaching facilitated by administrators, content area supervisors and /or lead teachers
3. ESL enrichment classes designed to accelerate language proficiency and to prepare ELLs for ELA Regents exam through CCLS based curriculum in the Saturday Academy. The course targets newcomers, LA and LB level students and is funded through Title III and Focus/Priority.

4. Increased collaborative planning time for teachers using a collaborative team teaching model to meet the needs of ELLs and SWD
5. Sheltered Instructional Observational Protocol staff development

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

1. Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
2. Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education
3. ESL teachers, Secretary, School Aide, Administrator
4. CTT teachers
5. Building Principal, Assistant Principals for English, ESL, Foreign Language, Freshman Academy, Mathematics, Science , and Social Studies. Lead Teachers in English, ESL, Literacy, Science, and Special Education

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

1. Teachers of ELL will demonstrate more effective teaching during observations throughout the year and their students will show increased levels of proficiency on actual and mock Regents examinations.
2. All teachers of ELL will demonstrate improvement as measured on the HEDI scale on their observations when earlier evaluations are compared to later ones.
3. ELL Students will show improvement in the grades during each marking period and will show increase in total scores on the Regents examinations.
4. ELL and SWD students in Integrated Co-Teaching classes will show improvement in the grades during each marking period and will show increases in total scores on the Regents examinations
5. All teachers' of ELLs scholarship rates will improve as they receive more strategies for teaching academic English which improves the learning of all ELL students.

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

1. 47 minutes daily from January 3rd- June 16th
2. Twice per month: Mondays 2:02pm-3:35pm
3. Saturday 9:30am-12:noon will begin December 7th and end June 14th
4. Twice per week: Monday-Friday 1 hour either 7:00am-8:00 am or 7:50am -8:50am, 2:50-3:50pm or 3:40pm-4:40pm
5. March 2014-May 2014

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

1. Daily Common Planning Time
 - a. 30 teachers, lead teachers, and administrators X 2 sessions X 8 hours
2. Professional Development Days began November 4th (Tax Levy)
3. Newcomers Academy will begin December 9th 2013
 - 5 Teachers X 80 sessions X 1 hour (After School) @ 50.41/hour
 - 6 Teachers X 19 sessions X 3 hours (Saturday) @ 50.41/hour
4. Extended Time Collaborative Teacher Planning
 - a. 70 Collaborative Team Teachers X 40 sessions X 1 hour @ \$50.41
5. Staff development with Center for Applied Linguistics
 - a. March 20-25- \$15000.00- 4 full day training of 29 staff members
 - b. March 31, April 1-4-\$15000.00 Job-Embedded support (collaborative lesson planning, demonstrations, articulation meetings for 59 staff members
 - c. April 24-25; May 1-2nd-\$15,000.00-4 full day training for 29 staff members
 - d. May 5-9-\$15,000.00- Job-Embedded support (collaborative lesson planning, demonstrations, articulation meetings for 59 staff members
 - e. May 12-16 (tax Levy)- Job-Embedded support (collaborative lesson planning, demonstrations, articulation meetings for 59 staff members
 - f. 108 per diem days to support the additional job –embedded support to implement SIOp

Budget and Resource Alignment

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

PF Set Aside	x	Tax Levy	x	Title IA	Title IIA	x	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.

x	PF AIS	x	PF CTE	x	PF College & Career Readiness	x	PF Common Core
x	PF ELT	x	PF Inquiry Teams	x	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 #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).

Strengthen school culture and structures to ensure learning opportunities, professional development, and family outreach, leading to all students' apotion of academic and personal behaviors aligned with college and career readiness

41 % of our students who responded to the Learning Environment Survey disagree with the statement, "At my school, I am safe in the hallways, bathrooms, locker rooms, and cafeteria.-NYC DOE Learning Environment Survey-page 10.

60 % of our students who responded to the Learning Environment Survey disagree with the statement, "Most students at my school treat each other with respect." .-NYC DOE Learning Environment Survey-page 11.

64 % of our students who responded to the Learning Environment Survey disagree with the statement, "Most students at my school treat adults with respect." .-NYC DOE Learning Environment Survey-page 11.

41 % of our students who responded to the Learning Environment Survey stated, "Most if not all of the time, at my school, students get into physical fights."- .-NYC DOE Learning Environment Survey-page 11.

.-NYC DOE Learning Environment Survey-page 11.

Review Type:	QR,LES	Year:	2013	Page Number:	5,10,11	HEDI Rating:	D
---------------------	--------	--------------	------	---------------------	---------	---------------------	---

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.

x	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
x	5.4 Safety	x	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 2014, 2013-2014 principal suspensions will decrease by 5 % as compared to the 2012-2013 school years as evidenced in the OORS

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. Comprehensive safety and security reform including addition of mobile task force safety agents, orientation of a new Level 3, new hallway passes, plan for daily sweeps, and increased communication amongst school safety, deans, guidance and administration and training of dean of students
2. Partnerships with SASF, L.O.V.E (Leave Out The Violence); Healthy Relationships Training Academy (Domestic Violence), Make the Road (LGBTQ issues), Big Apple RX (health related issues), will result in student and/or staff training
3. 9th Grade Academy designates Friday's as "Lunch-with-my-students" day to positively impact student/staff relationships and utilizes the NYPD community Outreach programs to reduce chances of being a victim of theft, becoming a member of a gang, or utilizing violence to resolve problems.

4. Asian Americans for Equality (internal CBO) provides leadership training for LEP students and ongoing support in regards to financial literacy and health
5. The establishment of an Achieve Now alternative learning academy
6. The use of the Overcoming Obstacles curriculum for students who repeatedly violate the school-wide code of conduct and continually make poor decisions

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

1. Safety consultant to coach the Assistant Principal for Security, a leadership coach for the principal, deans, guidance
2. Assistant Principal of PPS
3. Sports and Arts Foundation , LOVE, HRTA, MTR, Big Apple RX, Assistant Principal for Pupil Personnel Services
4. Asian Americans for Equality, Assistant Principal for Pupil Personnel Services
5. Teachers, administrators, guidance counselor, secretary
6. Deans and guidance counselor

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

1. Bottom Third of entire student population will show a reduction in the number of principal suspensions and an improvement of attendance
2. Bottom Third of entire student population will show a reduction in the number of principal suspensions and an improvement of attendance
3. Bottom Third of 9th grade student population will show a reduction in the number of principal suspensions and an improvement of attendance
4. Bottom Third of entire student population will show a reduction in the number of principal suspensions and an improvement of attendance
5. Bottom Third of entire student population will show a reduction in the number of principal suspensions and an improvement of attendance
6. Bottom Third of entire student population will show a reduction in the number of principal suspensions and an improvement of attendance

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

1. Activity 1
 - a. Safety Consultant Tuesday-Thursday 8:00 am-2:00pm -September 16, 2013-June 14, 2014
 - b. NYC Leadership Coach- Monthly ½ day October 1, 2013-June 14, 2014
2. Activity 2
 - a. Sports and Arts School Foundation program Monday-Friday : 3:00pm-6:00pm started November 1st, 2013-ends June 14 , 2013
 - b. LOVE-Thursday: 9:42am-10:29am Started December 3rd-June 16th
 - c. Make the Road-Monthly through Gay Student Alliance Club Meeting February 2014-June 2014
 - d. Big Apple RX-On Referral basis- September 9th- June 16th
 - e. Healthy Relationships Training Academy-February 2014-June 2014
3. 9th Grade Academy –Weekly on Fridays- September 9-June 16th
4. College and Career Center (AAFE) Daily : Monday-Friday 8:00am-5:00pm September 9th- June 16th
5. Achieve Now Alternative Education Academy Monday-Thursday 3:45-7:45pm December 9-June 14, 2013
6. Overcoming Obstacles
 - a. AM Parental Conferences- Daily from 7:10am-7:55pm November 22, 2013-June 14, 2014
 - b. PM Parental Conferences -Monday-Thursday November 22nd 2013-June 14th 2014
7. Saturday Parental Conferences- Saturday 9:00- 12:00 -December 14, 2013-June 14, 2014

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

1. Activity 1
 - a. Safety Consultant- 3 days per week X 40 weeks (tax levy)
 - b. NYC Leadership Coach- 1 day per month X 10 months (tax Levy)
 - c. Dean of Student Training-9 teachers x 8 session x 1 day 154.97/day
 - d. Classroom Management Training- 50 sessions X 1 day @154.97/day
2. Activity 2
 - a. Sports and Arts School Foundation program 5 days X 36 weeks (Grant)
 - b. LOVE-1 day X 47 minutes per week (grant)
 - c. Make the Road-2 hours x month x 6 months (Grant)
 - d. Big Apple RX-On Referral basis- (grant)
 - e. Healthy Relationships Training Academy-(Grant)
3. 9th Grade Academy –47 minutes X 40 weeks (tax levy)

4. College and Career Center (AAFE) Daily X 40 weeks (grant)
5. Achieve Now Alternative Education Academy
 - a. 4 Teachers 4 Hours X 25 weeks (grant)
 - b. 1 supervisor 4 hours X 26 weeks (grant)
 - c. Guidance Counselor 2 Hours x 2 days X 22 weeks @ 54.19/hour
 - d. Secretary for Outreach and Payroll 2 hours X 4 days 20 weeks; 1 hour x 1 day X 20 weeks @ 31.06/hour
6. Overcoming Obstacles
 - a. AM Overcoming Obstacles Classes- 1 teacher X 73 sessions X 45 minutes @50.41/hour
 - b. PM Overcoming Obstacles Classes-1 teacher X 240 sessions X 2 hours @ 50.41
7. Saturday Overcoming Obstacles Classes- 1 teacher X 19 sessions X 3 Hours @50.41

Budget and Resource Alignment

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

	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	x	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 used in Galaxy used to support the activities listed in part A. .

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
x	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).

Strengthen school culture and structures to ensure learning opportunities, professional development, and family outreach, leading to all students' adoption of academic and personal behaviors aligned with college and career readiness

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
---------------------	----	--------------	------	---------------------	---	---------------------	---

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.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
x	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 2014, increase the number of families who visit Flushing High School to investigate the possibility of sending their children to the school from 13 during Fall 2013 to 200 during Spring 2014

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

1. Maintain the College and Career Pathways Center in partnership with CBO Asian Americans for Equality. Continue use of the Trained "Youth Leaders" staff the center and support their peers throughout the college application process and college application and financial aid workshops for parents.
2. Student Activity Center, with CBO partner SASF, provides a coordinated effort between teachers and student leadership. Teachers, counselors, student leaders, and administrators work collaboratively with SASF to align after school tutoring for identified student needs and computer literacy classes for parents.
3. Monthly workshops to promote parent engagement facilitated by Parent Coordinator with appropriate translation supports to engage diverse population.
4. Parent awareness and training on Flushing's Career Technical Education programs and partnerships that highlight the school's vision of post-secondary success for

all students. Parents will learn how schools prepare their children for post-secondary success in the 21st Century global economy , the differences between vocational and technical education, and their role as partners in Flushing’s CTE programs. Culminating ceremony will engage community, DOE officials, college and corporate partners, teachers, educators, and counselors with overview of the CTE programs that provides ongoing support for students and parents in all aspects of post-secondary success such as college or careers

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

1. Assistant Principal for PPS, CBO, parents
2. Assistant Principal of Freshman Academy, CBO, parents
3. Parent =Coordinators, administrators, teachers, guidance counselors, parents
4. Principal, assistant principals, teachers, guidance counselors, parents

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

1. Parents of 11th and 12th grade students will complete surveys indicating their satisfaction with effectiveness and usefulness of presentations and activities after each workshop
2. Parents of 9th and newly admitted students will complete surveys indicating their satisfaction with effectiveness and usefulness of presentations and activities after each workshop
3. Parents will complete surveys indicating their satisfaction with effectiveness and usefulness of presentations and activities after each workshop
4. 8th Grade and 9th Grade Parents attending Queens NYC public and private schools AND Flushing High School will complete surveys indicating their satisfaction with effectiveness and usefulness of presentations and activities after each workshop

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

1. College and Career Pathways –Monthly for one hour from January 2014-June 2014 either weekday evening or Saturday Morning
2. Student Activity Center Center-Weekly for two hour January 2014-June 2014 in six week cycles
3. Monthly , September 2013-June 2014 –second Tuesday from 7pm-8pm
4. Once per week workshops from March 2014-June 2014 in three week cycles

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

College and Career Pathways Center in partnership with CBO AAFE – Monthly X 1 Hour from 7pm-8pm (Grant)
 School Messenger-\$1000

Student Services Center, with CBO partner SASF, -Monthly x 1 hour from 7pm-8pm (Grant)
 School Messenger-\$1000

Monthly _____ -Monthly X 1 Hour from 7pm-8pm attached to PTA meeting (Tax Levy)

- a. **School Messenger- \$1000.00**
- b. **Advertisement with report cards-\$3000.00**
- c. **Supplies-\$4000**
- d. **Refreshments-\$1000**

Further development, creation, and publicizing and parent education about Career Technical Education programs and partnerships

- e. 15 Teachers X 2 hours @ 50.41/hour
- f. 3 Supervisors x 5 hours 52.75/Hour
- g. 3 Guidance Counselors X 5 hours 54.19/hour
- h. Refreshments-1356.75
- i. Printing \$2000.00
- j. 1 School Aide x 2 hours 17.52/hour
- k. 1 Teacher X 2 X 50 1 hour sessions @ 50.41/hour

Budget and Resource Alignment

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

PF Set Aside	Tax Levy	x	Title IA	Title IIA	Title III	x	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	x	PF CTE	x	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

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

1-By June 2014, the overall graduation rate will demonstrate an improvement of 3% over that of the June 2013 graduation rate of 47.8 %

By June 2014, overall passing rate for the English Regents will improve by 5% when compared to the 2012 – 2013 rate.

By June 2014, or content area teachers will implement and assess ninth-grade curricula to ensure its alignment with the common core learning standards and that all other grades and content area curriculum is aligned with applicable content standards. MOSL and MOTP scores that will result in increasing proficiency levels on the New York State English Regents among 25% of our bottom third students will measure the implementation of this alignment.

By June 2014, the total number of 10th and 11th grade LEEP students who demonstrate increase progress by one ESL level towards achieving proficiency as measured by the NYSELAT exam will increase by 3%.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

- 45 minute and 60 minute Regents Prep sessions in ELA, Global Studies, US History, Living Environment, Earth Science, Integrated Algebra, Geometry, Alegbra2/Trigonometry, and three hours at the Saturday Academy, funded by Title 1 Priority/Focus
- ESL enrichment classes designed to accelerate language proficiency and to prepare ELLs for ELA Regents exam through CCLS based curriculum in the Saturday Academy. The course targets Newcomers, LA and LB level students
- Twilight Academy will utilize project-based learning as an alternative bath way to credit accumulation
- Apex Academy will utilize digital learning pathways as an alternative path to credit accumulation
- Boot camps will utilize personal learning pathway and a health club or adult education learning model as an alternative pathway to credit accumulation.
- Make Up Science Laboratories will utilize a flexible scheduling model to allow students an alternate pathway to credit accumulation

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

- Building principal, assistant principals, teachers
- Teachers
- Teachers and guidance counselors
- Teachers and guidance counselors
- Teachers and guidance counselors
- Teachers

C. Identify the target population to be served by the ELT program.

- Bottom third of entire student population
- ELL
- Cohort 2014 students who have accumulated 30 or more credits or passed all of required NYSED Regents assessments
- 160 credit deficient students
- Cohort 2014 students who have accumulated 30 or more credits or passed all of required NYSED Regents assessments
- Bottom third of students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21st Century	x	Tax Levy		Title I SWP		Title I TA	x	Title I PF		C4E
x	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

- Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

None

- If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

- Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

There are two extended time programs being used. The 37 ½ minute extended day requirement in all New York City schools was used to make each instructional period longer. This allows that all students have enrichment and academic and skill development opportunities that include more hands-on learning. The other program is a before school, after school, and Saturday school component where guidance counselors provide social and emotional growth activities and teachers provide skill development and enrichment activities.

- Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

AM extra help, PM extra help, and Saturday School are sessions where students self-direct learning activities or teachers utilize students' performance data to identify topics for re-teaching. Boot camps and Apex Academy are extended learning opportunities where students can attain credits.

Guidance counselors provide social emotional learning opportunities afterschool and on Saturdays.

- Describe how the ELT program will address the unique learning needs and interests of all students.

Certain Saturday School and PM counseling sessions are for English Language Learners and their families. Some of these sessions are taught using a bilingual methodology in Spanish and Mandarin.

- | | | | | |
|---|----------|------------------|----------|------------------|
| Are the additional hours mandatory or voluntary? | X | Mandatory | X | Voluntary |
|---|----------|------------------|----------|------------------|

- If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Guidance counselors, teachers and administrators have individual discussions with students who are recommended to participate in ELT programs but choose not to. Using the school messenger, reminders are sent to the phones of every Flushing High School student. Students who receiving AIS services but are not participating in ELT programs receive phone calls home. Snacks are provided for ELT program participants.

- Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

. AM extra help, PM extra help, and Saturday School are sessions where students self-direct learning activities or teachers utilize students' performance data to identify topics for re-teaching. Boot camps and Apex Academy are extended learning opportunities where students can attain credits.

Guidance counselors provide social emotional learning opportunities afterschool and on Saturdays.

- | | | | | |
|---|--|------------|----------|-----------|
| Are you using an ELT provider procured using the MTAC process? | | Yes | X | No |
|---|--|------------|----------|-----------|

- Describe how you are evaluating the impact of the ELT program on student achievement.

Student work samples, student achievement data on Regents, MOSL and NYSESLAT, credit accumulation, scholarship reports.

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	Double period ELA classes for at risk 9th graders entering at skills levels 1 and 2 Achieve 3000 Before-School, After School, and Saturday Academy classes for Regents Prep	Classroom Small Group Individual	During School Day After School Saturdays Before School
Mathematics	Integrated Algebra classes for at risk 9th graders entering at skills levels 1 and 2 have a tax levy paraprofessional ALEKS Before-School, After-school, Saturday Academy classes for Regents Prep	Classroom Small Group Individual	During School Day After School Saturdays Before School
Science	Make Up Labs Before-School, After-school, Saturday Academy classes for Regents Prep	Classroom Small Group Individual	During School Day After School Saturdays Before School
Social Studies	Before-School, After-school, Saturday Academy classes for Regents Prep	Classroom Small Group Individual	During School Day After School Saturdays Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Blended Learning Alternative Education Group Counseling	Classroom Instruction APEX on line	During School Day After School Saturdays Before School

**Title I Information Page (TIP)
For School Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.

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

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

- Frequent communication with our Network HR Director when vacancies occur
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited
- Established a rigorous interview protocol that includes criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing

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

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).

- Two 1 ½ professional development days that focus on implementing Danielson's Framework for Effective Teaching
- Daily common planning for ELA, Mathematics, Social Studies, Science, ESL, Foreign Language and Special Education teachers.
- All Collaborative team teachers are paid one additional hour weekly to plan CCLS aligned lessons together
- Maintaining a teacher resource center and professional library to promote promising and effective practices
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities
- Individualized PD plans are created for teachers to ensure continued improvement

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.).

Prior to spending funds, a spending plan is developed and reviewed to ensure that it aligns to items in the SCEP. Availability of funds is verified by our CFN Network 2.02 Operations Director before these funds are scheduled for encumbrance.

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.

Teachers are asked to volunteer to sit on school wide committees. These committees make recommendations to the building principal. In addition, ELA, math, Social Studies, Science, Foreign Language, ESL, and Special Education teachers have common planning times where they discuss and decide on professional development and multiple assessments. These decisions are shared with the UFT Consultation Committee and the School Leadership Team. Once these decisions are

discussed and collaborated on, the building principal shares these decisions with the entire faculty.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

PARENT INVOLVEMENT POLICY

2013-2014

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

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

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

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

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

As agreed and approved on: _____

Principal's Signature:

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF EDUCATION • CITY OF NEW YORK
Flushing High School
James C. Brown, – Principal (IA)

Flushing High School Parent/Student Compact
2013-2014

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

Flushing High School

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

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

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

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

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

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

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

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

Parent/Guardian

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

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

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

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

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

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

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

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

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

Student

I will attend school regularly and arrive on time.

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

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

I will show respect for myself, other people and property

I will try to resolve disagreements and conflicts peacefully
I will always try my best to learn and to achieve at high academic levels.

Date: _____

We have received and read a copy of the FHS Parent/Student Compact. We will maintain an on-going vibrant and meaningful relationship with the school community. As a parent, I am aware that the Parent Teacher Association meetings are held on the second Tuesday of every month at 6pm and that I will make every effort to attend.

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

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

**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 12	Borough Queens	School Number 460
School Name Flushing 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 Dr. James Brown	Assistant Principal Diana Scalera
Coach Debra Lavache	Coach type here
ESL Teacher Jianguang Liu	Guidance Counselor Claudia Barros Paula
Teacher/Subject Area Betty Solis	Parent type here
Teacher/Subject Area	Parent Coordinator Mary Vacarr
Related Service Provider Samuel McElroy	Other type here
Network Leader(Only if working with the LAP team) type here	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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
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)	2515	Total number of ELLs	505	ELLs as share of total student population (%)	20.08%
--	-------------	----------------------	------------	---	---------------

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/Chinese
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%)										7	15	7	6	35
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										6	11	2	2	21
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	26	9	8	56

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	505	Newcomers (ELLs receiving service 0-3 years)	282	ELL Students with Disabilities	103
SIFE	54	ELLs receiving service 4-6 years	89	Long-Term (completed 6+ years)	134

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	237	19	4	50	11	2	10		0	297
Dual Language										0
ESL	45	6	4	39	11	19	124	7	74	208
Total	282	25	8	89	22	21	134	7	74	505

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										50	60	41	57	208
Chinese										12	23	23	30	88
SELECT ONE										0	0	0	0	0
TOTAL	0	62	83	64	87	296								

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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										78	37	14	18	147
Chinese										4	3	1	2	10
Russian														0
Bengali										3		1	1	5
Urdu										2			2	4
Arabic										2	4	1	2	9
Haitian										3	2	1	1	7
French											1			1
Korean										1	1	4	2	8
Punjabi										1	1		1	3
Polish														0
Albanian														0
Other										3	12	4	6	25
TOTAL	0	0	0	0	0	0	0	0	0	97	61	26	35	219

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)										60	57	40	29	186

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)										29	44	28	44	145
Advanced (A)										66	42	26	40	174
Total	0	0	0	0	0	0	0	0	0	155	143	94	113	505

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
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	201		92	
Integrated Algebra	167	167	22	22
Geometry	31	31	14	14
Algebra 2/Trigonometry	6	6	5	5
Math				
Biology				
Chemistry	6	6	6	6
Earth Science	44	44	32	32
Living Environment	236	236	145	145
Physics				
Global History and Geography	213	213	87	87
US History and Government	141	141	76	76
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	20	41	108	4				
Chinese Reading Test	4	4	23	42				

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 use Achieve 3000 as one of methods of assessing students' reading skills. This online software package tests students' Lexile levels as a pre-test at the beginning and end of the year. It is adaptive reading improvement software that also helps students improve students' Lexile levels over time. Each ELL has a user name and password and each ESL class has two days a week to use the program. In September, 263 students were given the pre-assessment. and in October, 96 more students were tested. We have a goal of getting all our students tested by November 21. Of the 359 students tested, four are meeting grade level CCLS. 198 students fall far below CCLS standards, 144 are forecasted to approach CCLS standards by the end of the year if they complete, with fidelity, two activities a week. 15 are forecasted to meet standards by the end of the year if they complete, with fidelity, two activities a week. Our students are programmed to work on Achieve for 2 periods a week with teacher support and are encouraged to work on Achieve outside school as much as possible. We use our Title III supplemental funds to provide students with after school and Saturday supervised time to ensure that students have every opportunity to complete the targeted number of activities.

Last year, we used Achieve 3000 from January to June. Students' improvement in Lexile levels varied widely from student to student depending on how many reading activities were completed and how many writing activities they completed. The overall improvement department-wide was negligible (+4L); however, there was 50% increase in the number of students who tested out including 20% of our ISS students. Our goal this year is to become more proficient in the delivery of instruction to each student of this powerful tool so that these gains are part of every student's experience. There were two factors that determined which students made gains—teachers' facility with the program and students' time on task. A big factor was teacher training. Some teachers had experience with Achieve 3000 and others did not. Students in classes of teachers who were experienced with Achieve 3000 had the largest gains. For example, our most experienced Achieve 3000 teacher has gains of 167L in one month while our least experienced teacher has gains of 43L. This year we have 4 PD sessions to support teachers who are new to the program or have not learned to monitor and utilize the full power of the program. In addition, our most experienced teacher is identified as the expert in Common Planning Time and will be turnkeying best practices on a regular basis. This was one factor that accounted for the varied levels of improvement. The other factor was attendance/time on task. Students whose attendance was less than 80% made little progress. We are addressing attendance issues through our common planning time. Teachers are required to use this time one day a week to make contact with parents whose child has less than regular attendance. We are also creating a contract for parents to sign that explicitly states how Achieve can improve a students academic achievement and what the time commitment of the student needs to be. Given the challenges of full scale implementation last year, our Special Education population was the group that benefited most. ISS students tested out of ESL at a level 10% higher than our general education population. Also, we had an increased level of students becoming proficient. In school year 2011-2012, 66 students tested proficient. In school year 2012-2013, 94 students tested proficient.

In addition to this method of on-going assessment, we use the assessment program that is part of the Milestones program used in all levels of ESL. This is a CCLS-based program that provides separate assessments for each modality as part of every chapter and unit assessment. It provides a pre-assessment that helps us determine growth over the summer beyond the NYSESLAT scores, and identifies areas of weakness. We moved 25 students into higher proficiency levels based on these results. Additionally, Milestones also has specific strategies to address areas of weakness. Teachers use the NYSESLAT data in conjunction with the Milestones and Achieve data to groups students and design lessons that address student needs.

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

Our LAB-R results reveal that more 53% of our students who take the LAB R are at the beginner level. Of this group 57% are freshmen. Only 11% of the incoming students are at the intermediate level and 21% are at the advanced level. 15% of the incoming students test out. These students are evenly spread across grade levels.

The majority of our students are deficient in reading and speaking according to the RLAT. We have established two initiatives to directly address these areas. The first is Lily Wong Fillmore's "One Sentence a Day" strategy. This strategy teaches students to unpack complex text. A teacher selects a complex sentence from the reading that will be completed in that lesson. At the beginning of the period students are asked to work in groups and identify what they think the sentence means. They then take the words of the sentence and extract the individual ideas present in the sentence by writing as many short sentences as they can from the original sentence. In the next step, they replace challenging words with similar words to expand the semantic field. In the fourth step they explain their new understanding of the sentence. This strategy is used as a small group activity in which students have to discuss their perceptions and knowledge with each other in order to come to consensus regarding the meaning of the sentence. This part of

the activity strengthens students' speaking abilities. This strategy also teaches students to have the confidence to read and write complex sentences.

The second strategy we are using is to have teachers create SMART goals around writing improvement. Each teacher has two writing goals: one is for a task similar to a Regents task and one is similar to a NYSESLAT task. Our first round of data collection will be at the end of November.

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](#))

We looked at modalities from the point of view of what percentage from the maximum score in each modality did students achieve in 2013? Diana Scalera, AP ESL, used raw scores on the RLAT report to calculate the average raw score by modality, grade level and proficiency level. She translated this data into a percentage of the maximum score that a particular subgroup received. For example, beginner 9th graders scored 40% for both writing and listening but approximately 30% for speaking and reading. This reflects the type of training many students received in their own countries that is heavily focused on writing with some listening activities. Overall, our students were strongest in speaking and writing but there were differences by grade and proficiency levels. On the beginner level students were most proficient in listening followed by reading, writing and speaking. In the intermediate level, students were most proficient in speaking and writing. Their listening and reading skills were weakest. At the advanced level, freshmen skills in each modality were about equal; however, students were scoring only about 30% of the maximum score. Sophomores scored between 35% to 45% of the maximum score of each modality. Juniors and Seniors scored between 50% to 61% of the maximum score for each modality. The following teachers were given a form to use to share the results of the different modalities reported on the NYSESLAT scores with each student individually: Demetras Fasolakakis, licensed ESL teacher, Susan Kendzierski, licensed ESL teacher, Fan Kong, licensed ESL teacher, Debra Lavache, licensed ESL teacher, Jianguang Liu, licensed ESL teacher, Petrolina Martin, Licensed ELA teacher, Glenn Paolantonio, licensed ESL teacher, Maria Silva, licensed ESL teacher and Craig Skolnick, licensed ESL teacher. Teachers were trained to use this form in common planning time and they shared that information with each individual student. They also used that data to have discussions with students regarding their personal goals for improvement. The school-wide instructional focus this year is Reading to Learn. This holds true for the ESL department also. We are working in common planning time to improve our delivery of Achieve 3000 to better support the reading and writing skills of students. We are creating an Achieve 3000 contract that explicitly explains how students should interact with the program. The data from the program will be considered in students' grades. We are also developing how we use this online tool to build writing fluency. We have also adopted the program Milestones that provides chapter and unit exams that measure student progress by modality. Through the use of this program, students are aware of the four modalities and that they are expected to improve throughout the year in each modality.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Overall, 36% of our students are at the beginner level; however, 60% of our Spanish bilingual students are at the beginner level, 51% of our Chinese bilingual students are at the beginner level and only 14% of our ESL only students are at the beginner level. The major difference in the levels of beginners of Spanish and Chinese and the ESL only students is that the parents of many of our bilingual students, especially our advanced Spanish bilingual students, request that their child be removed from the bilingual program and take the courses in our ESL only sections instead. They want their children to be taught in only English as the students' proficiency increases. This increases the rate of ESL only students at the advanced level which impacts the percentage of the lower levels. In all three programs, students at the beginner level are predominantly in the ninth grade—62% in the Spanish bilingual program are 9th graders, 28% in the Chinese program are ninth graders and 10 percent of our 9th graders are in our ESL program.

Overall, 32% of our students are at the intermediate level with 31% having more than 3 years of service and 15% having more than 6 years of service. In contrast, 21% of our Spanish bilingual students are at the intermediate level, 35% of our Chinese students are at the intermediate level; and 26% of our ESL only students are at the intermediate level. In the Chinese bilingual program and the Spanish bilingual program, our 12th grade has the largest number of intermediate students. We are aware that after three years of service many of our ELLs are still in the intermediate level of ESL. The largest number of ESL only students is in the 10th grade. Once again, this may be a reflection of the skewed numbers because of the students who are choosing to move out of bilingual programs.

Overall, 34% of our students who are at the advanced level; however, 19% of our Spanish bilingual students are at the advanced level; 14 percent of our Chinese bilingual students are at the advanced level and 60% of our ESL only are at the Advanced level. Once again, the parents of our incoming Spanish-speaking ninth graders who have never been in a bilingual program opt out early from the

bilingual program. Also, as Spanish speakers become more proficient, their parents tend to change their choice of programs. They feel strongly that their children would do better in all English classes. Our freshmen class comprises 41 percent of our advanced ELLs.

Our students have the opportunity to take all exams, except the ELA exam with both the English version and their home language version side-by-side. Because of this, the data on which language students submitted the exam in a particular language is impacted by the use of the exam in the other language. Students report that it is necessary for them to have the exam in both languages so that they can understand the content and the questions. We also use the RHLA to identify students with less commonly taught languages and encourage students to take this LOTE Regents like exam produced by New York City.

The Periodic Assessment in the past has shown that our students are deficient in reading and writing. Given the introduction of the MOSL exams, the principal has decided not to use the Periodic assessments this year.

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](#).)

When ELL students come to our school with an IEP, or have been identified in their countries as needing ISS services, those services are provided. RtI candidates in our school are students who have remained at the beginner level of proficiency for two or more years and/or are long term ELLs. We use the RLAT and the RESI to identify these students. Each teacher is required to select 5-10 of their lowest performing students who have regular attendance and monitor their progress frequently on their ability to complete a particular task. The teacher will use a particular strategy to work with these students. The data from this inquiry work will be used for discussions regarding evaluation status of selected students. In many cases, our low performing students also have very poor attendance. For example, we have identified students who need a wakeup call each morning and are using UWNYS in ATS to do this. These students' needs are most often social-emotional. This year we are using our Title III funds to provide additional guidance support to this group four days a week after school and on Saturdays. This support will be extended to parents and guardians.

Guidance counselors will be instructed to consider whether students would need a referral to the SBST for further evaluation. We are also using an RtI process to evaluate how a self-contained student can move to a less restrictive environment. For example, we have a student with self-contained services who is high-performing. He is in a whole class setting in ESL and is doing better in this class than his self-contained classes. He has attention and behavioral issues. We are working with him with behavior modifications in the ESL class to see if we can achieve improvement in his behavior. If the hoped for improvement occurs, we would consider amending his IEP to a full team teaching program. The ESL teacher has played a major role in the discussion of the best setting for this student.

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

Our Chinese and Spanish speaking students make up 88% of our program. They have one period of native language arts a day. Even students who are ESL only have native language arts if they are Spanish speaking or Chinese speaking. These classes are taught by teachers licensed to teach the home language. While we do not have native language support for the 12% percent of our students who speak languages other than Spanish or Chinese, we do offer our ESL only students the opportunity to take the Less Commonly Taught Languages exams offered by New York City and we make available the content area Regents exams in their home language where available. We also have word for word glossaries available in the content area classes and as part of their testing accommodations. When we have parent meetings, there is always translation available in Chinese and Spanish. Also, during parent teacher conferences, our Chinese Club organizes our Chinese students to escort and translate for Chinese parents, and the school's ASPIRA club organizes the Spanish escorts and translation for Spanish speaking parents. In addition, all staff members have been given information on how to access the DOE translation unit. We also administer the Chinese and Spanish Language Reading test in May.

Students were given the Chinese and Spanish reading tests. Our Spanish students have literacy levels spread over the quartiles. 10 percent are in the first quartile, 20 percent are in the second quartile, 55 percent are in the third quartile and less than 2 percent are in the fourth quartile. The reading scores help us identify our SIFE students. It is more frequent to find Spanish speaking students with interrupted education. The lower quartile students can also be heritage learners who are also long term ELLs. We use the ELE to program our students in ESL and Spanish. If they are in the lowest quartile and are newly arrived, they will go into the SIFE class. If they are long-term ELLs, we program them in ESL according to their proficiency level and place them in the Spanish Heritage or Native classes depending on the outcome of our in-house Spanish proficiency exam. The spread of students across the quartiles may explain the preference of the Spanish bilingual students to exit the bilingual programs. Many times, when Spanish bilingual students get to the advanced level in ESL, their parents ask to take them out of the bilingual program. The parents want their children to take classes in English. Given the lower reading levels in Spanish, these students have less of an advantage taking the classes or exams in Spanish because they do not have the academic language in Spanish to understand the exams. In the third and fourth year of high school, our Spanish speaking ELLs take the AP Spanish Language and the AP Spanish Literature exams unless their reading scores on the reading exam are very low. Our Chinese students take the AP Chinese Language and Culture exam.

Two percent of our Chinese students score in the first quartile and two percent score at the second quartile. These are usually

students who are heritage learners of Chinese. They were born in the US and have not studied the Chinese language or have not learned how to write in Chinese. Thirty two percent of the Chinese students test at the 3rd quartile. Fifty nine percent of the Chinese students score at the fourth quartile. This reflects the high level of literacy in China and that very few Chinese students are SIFE. Our students have native language arts and their teacher, Jenny Chen, is also a licensed ESL/Chinese teacher. She uses Chinese to help students learn to write well for the ELA Regents. In the third and fourth year of Chinese, our students are in an AP class to prepare them for the AP Chinese Language and Culture exam.

The above-mentioned data is available to the teachers and they make their decisions based on the level of support that the student needs to be successful in learning the content. The teacher needs to differentiate for each student because there are students with multiple proficiency levels in every bilingual class.

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?

N/A

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

Since the RNMR report and the AMOA tool are not available this year, we have used the RLAT, RYOS, RPOB, RHLA, RESI, REDS, from ATS to determine the success of our program.

The RLAT gives us a breakdown of students strengths' in each modality and progress over time. We drill down the data to the teacher and student. We use this report to program our students. Students are programmed according to their proficiency level for the proper number of minutes. This data also informs us which teachers are more successful at moving students and which in areas they are successful. For example, we noticed that the teacher who had the highest percentage of students testing proficient did not help students progress in their writing skills. This teacher had a class of transitional ELLs who were very close to testing out when the year started. We also use this report to identify in which specific proficiencies they are making progress and which proficiencies they are stalling. We have trained teachers in common planning time to share this data with students. Each teacher shares the data with individual students and parents during parent teacher conferences and help students set goals regarding their progress. This report also identifies SIFE students. We have one section of SIFE and have purchased RIGOR as the instructional program and will be providing all teachers with training on how to use this program.

RYOS gives us the years of service for each student. We use this report to understand the progress we are making over time and the impact of demographic shifts on our school. We use this data each year to determine the types of classes we need to provide our students. This year we have a class for our overage beginner students that provides them with 5 days a week of Achieve 3000 reading support and individualized instruction that addresses their specific needs.

RPOB and RHLA help us monitor the numbers of students in each language to alert us of possible language groups that might qualify for bilingual instruction. We use this data along with the records we keep of parent program choice to determine whether or not there is a need for an additional bilingual program. We are currently mandated and provide bilingual education in Chinese and Spanish. We also use the RPOB to identify students for the Less Commonly Taught LOTE exams.

The RESI file helps us in many ways. We can identify students by many factors simultaneously. The RESI includes indicators for cohort, home language, Title I, ISS, ELL status, attendance history and Regents exam history. We use this report primarily to identify which students by cohort who are deficient in certain exams. Each teacher has data on the students who need to pass the ELA Regents in order to graduate. We use this in conjunction with the REDS to determine the areas in which each student needs to improve. Using this file, we know that 18 percent of our graduating cohort has not been tested. 52% of the graduating cohort has not achieved a grade higher than 54 and only 8 percent have been able to score 55-64. We have 22 percent of the cohort that is still in the building that have passed the Regents.

The RESI file also helps us determine PD and instructional priorities. For example, our students are most deficient in Science passing. Last year, we provided our Science teachers with training from the Center for Applied Linguistics in Sheltered Instruction Observation Protocol (SIOP) strategies. This included 7 days of in-class support and workshops and after school collaboration of ESL teachers and Science teachers in lesson planning. This year ESL teachers are pushing into science classes for the skills class that beginner students have.

REDS is used to create an individualized report for each student that shows how they performed on the ELA exam item by item. The report is part of the discussion that teachers have with students and is used by the teachers to provide individualized instruction.

Overall, we have shown almost a 50% increase in students testing proficient. In Spring 2012, 66 students tested proficient. In Spring 2014, 94 students tested proficient. More students moved up a level in their proficiency in 2013 than 2013. We attribute this to improved programming. All students are getting their appropriate number of minutes of instruction. Students whose parents have

chosen bilingual programs are getting their bilingual classes. In the case where there is no bilingual teacher, we have added a pushin ESL teacher to improve delivery of instruction. All students are using Achieve 3000 and all teachers are increasing their proficiency in its use. We also increased the number of students tested by 22% over the previous year.

Where we did not make progress last year was in the passing rate of the ELA Regents. Only 41% of our graduating seniors were able to pass this exam. This is the main focus of our instruction this year. We are working in common planning time to learn how to better prepare our students for each component of the ELA Regents. Each teacher has Smart goals related to the improvement of skills related to the ELA Regents and the NYSESLAT and were have clearly defined strategies and tasks that will lead to students being better able to be successful on these exams.

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](#).)
The identification of ELLs takes place at the very first conversation that the students and families have with Susan Fisher, Pupil Accounting Secretary. The over-the-counter secretary identifies if the students are first-time admits to the Department of Education or transfer students from other city schools. The transfer students are referred to see the LAB-BESIS coordinator, Betty Solis (licensed Spanish teacher) who determines the proper ESL level of the students according to previous NYSESLAT or LAB-R scores. In the case of first-time admits, Ms. Solis administers the HLIS in the parent's preferred language. The next step is the interview in the parents' home language to determine, in conjunction with the HLIS, what the home language of the student is and whether or not the student is a SIFE student. This information is entered into ATS by Susan Fisher. Mrs. Solis uses the DOE's sample interview questions to administer the informal oral interview to determine if LAB-R should be administered. If a student scores below proficient on the test, he/she becomes eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB in order to measure language dominance in Spanish. This is mostly done on the first day of admission and always within 10 school days of a student's initial enrollment if the student appears in the school. The results of these tests are hand scored to determine the students' language levels. Mrs. Solis provides the guidance counselor who meets with the family, with the proper placement for the student. If the child is Chinese speaking Jianguang Liu (licensed ESL teacher) translates the interview process for the parent. If a parent speaks a language for which there is no staff member who can translate the interview process, the Translation Unit is contacted and support is offered over the phone.
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.
While the student is being tested in the Library, Mrs. Solis provides the parents with an orientation meeting individually in the parents' preferred language or English. During the orientation meeting, parents watch the citywide parent orientation video in their preferred language; receive an agenda and brochures of information in parents' native language. These are available in Chinese, Spanish and other languages. Copies of agenda and brochures in different languages are kept in file in the office Room 233. Parents have the opportunity to ask questions about the three programs: Bilingual, Dual Language, and English as a Second Language. They are informed of the regulation that schools must form bilingual programs in NYC public schools when there are 20 students whose parents have chosen a bilingual program in a single grade in high school. Also, at the orientation meeting, parents complete the Parent Survey and Program Selection Form in the parent's preferred language, indicate their choice of program, TBE, DL, or ESL, and sign it. Mrs. Solis checks the survey form for accuracy and signature. After that, school places students in programs based on parents' choice. Mrs. Solis notifies parents of their child's placement. Flushing High School keeps an accurate and updated file in Room 233 of the Parent Survey and Program Selection Form. Finally, Mrs. Solis inputs information of the identification, testing, and parent choice into the ELPC screen in ATS. In case a parent cannot come to an

orientation meeting, we send invitation letters (in parent's preferred language) to attend the parent orientation meeting. In addition, we make phone calls to ask parents to attend this meeting. The parents are also informed that they can change the choice if they so wish afterwards. In the cases where the parents do not accompany the students, Mrs. Solis follows up with outreach appointment scheduled for the next day for the parent to come to the orientation meeting. We are very successful in getting the parent to come to the school for this meeting. If we ever have a case of a parent not coming, we will send a letter in the parent's preferred language. The parent orientation meetings is held throughout the school year since September to June.

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 [\[see tool kit\]](#).)

The entitlement letters are distributed by Mrs. Betty Solis by mail within ten days of enrollment as mandated by the State. She uses the RLAT to determine who has tested out and who is still entitled to ESL. The Entitlement letters used are the ones from the NYC DOE. They are personalized to each child and sent by mail to the families address on record. Each student has a copy of the entitlement letters send home in his/her file in room 233. The Parent Survey and Program Selection Form are distributed on the parent orientation meeting and returned from most of the parents during the meeting. These letters are given in the parents' preferred languages. Mrs. Solis is the pedagogue responsible for collecting these forms. The records of these letters are maintained in a locked cabinet in room 235. When a parent does not return the form, the school has to place his/her child in the Transitional Program as mandated. We have kept a checklist to keep track of the records of all the letters sent to each student. This check list includes the copy of the HLIS and the Parent Survey and Program Selection Form. Each ELL student has an individual folder with records kept in Room 233. Mrs. Betty Solis, who is the LAB-Besis Coordinator, uses the RLER and RLAT reports in order to determine NYSESLAT eligibility.

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.

The placement of the student always honors parent's requests when possible. These placement letters are sent by Mrs. Solis by mail. She uses the RLAT to determine the placement of students. Continued Entitlement letters are handled in the same manner by the same person. In cases that there are not enough students on a grade level for a particular language, we inform parents that their request will be kept on file in room 233. When the minimum criteria from NY State is met, (i.e. 20 students on a grade level that speak a particular language and are asking for a bilingual program for their children) we will provide that program. The placement takes place the first day of the school when the students are tested. At the same time, the parents are given the orientation meeting in the library and they have the opportunity to choose their children's program. We have maintained all these records in the individualized student folder in the office (Room 233). All this process takes place in the language of the parents' choice. We have developed a translation service list, on which teachers who speak and write in foreign languages can be made available when occasions for translation arise. (Solís, Cabanero-Spanish; Erma - Philipino; Gurianu, Niculina- Rumanian; Jacquet, Thomas-Hatian-Creole; Mun, Hweeyong-Korean; Nguyen, Chan-Vietnamese; Pinkhasova, Yelena-Russian; Chen, Kong, Liu, Zhou-Chinese). Also, Flushing High School uses the services of the Translation and Interpretation Unit when we need it. The AP ESL coordinates informational meetings for ELLs parents in October and March. In these meetings, the ELLs parents have the opportunity to be informed about their child's instruction and to meet with teachers and guidance counselors. Parents also can ask questions and talk about any concern that they might have. In addition, our CBO, Asian Americans for Equality, provide information and support to parents in the form of workshops and meetings. Those services are discussed at the parent meetings.

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.

The NYSESLAT process starts in September with properly programming students for ESL. When all ESL students are in ESL classes, we have the setting to prepare and organize for the exam. This year we increased the overall testing percentage by 22% of the previous school year. The pedagogues who administer the NYSESLAT are the follow: Demetra Fasolakis, Susan Kendzierski, Fan Kong, Debra Lavache, Jerry Liu, Glen Paolantonio, Maria Silva, and Craig Skolnick. The teachers are provided with test preparation books for the NYSESLAT for practice in the classroom. One of the many reasons we have back-to-back classes even for our advanced students is so that we can administer the exam in the student's classroom. Our curriculum includes preparing students for the tasks on the NYSESLAT and to help them understand the importance of the NYSESLAT. In preparation for the exam we announce a raffle and create posters for each class. Each student who takes all four sections of the exam gets a raffle ticket. Three students in each class win the raffle and have an opportunity to select a prize from a number of prizes. The class that

has the highest percentage of students who have completed the NYSESLAT gets a pizza party. Letters translated into Spanish, and Chinese are also backpacked to parents regarding the importance of the NYSESLAT and the dates. Phone messages translated in Chinese and Spanish go out to remind parents to send their children to school on the days the exam is administered. All the ELLs listed in the RLER report (all students who have a pre-slugged answer sheet) are scheduled to take the test. We also test the new admits. When we receive the materials from the State, we have to sort the answer sheets into class groups alphabetically. We create a folder for each class with a roster that lists all four sections of the exam. When a student completes a section of the test, it is checked off. The teacher has a running record of the completion rate and is easily able to identify the students who need to make up the exam. The teachers receive training every year in order to be able to administer the test. All the four parts: Session 1 (Speaking), Session 2 (Listening), Session 3 (Reading) and Session 4 (Writing) of the test are scheduled according to the frame dates given by the State Education Department.

To administer the speaking tasks we use the library. Before we begin the process, teachers are trained to score the speaking task through common planning time. Three classes go to the library at one time. There are computers in the library and students are assigned tasks on the computers or laptop carts in Achieve 3000. The three teachers, along with the AP, BESIS coordinator, and the ESL lead teacher interview students individually in different corners of the library. Teachers do not interview their own students. Two teachers are assigned to administer/ interview the ELL-SWDs to make sure they get their accommodations which are provided to the tester. At the end of each testing day, we take stock on who still needs to be tested and plan for make ups. This process including make up days takes the full amount of time allotted by the State. We had over 90% of our students complete the speaking task.

The reading, writing and listening are administered in the ESL double period classes. A separate location is provided for students with disabilities. ELL-SWDs have a setting that provides them with the accommodations they are allowed. The teachers use their overall NYSESLAT roster to keep track of those students who have completed different parts of the exam and alert the Lead Teacher, the BESIS Coordinator and the AP ESL in order to schedule make-ups.

At the end of each day, the testing team, Lead Teacher, some ESL teachers, and BESIS coordinator, review the class rosters and schedule the students who missed the test for a make up. ESL teachers volunteer to proctor the make ups on their preps and professional periods. These take place in various available spaces throughout the building.

When the administration period is complete, the teachers are trained every year for the scoring of the Writing part of the exam to score with reliability and validity. The scoring takes place in the school after school and on one weekend. Teachers are paid per session for this activity. The scoring team works together; however, the Lead Teacher organizes the scoring so that no teacher scores their own exams. Teachers work in teams so that each paper has been scored by two teachers.

The paperwork is compiled by the testing team and packaged according to instructions from the State and returned to the Borough Testing Director for Queens.

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 offered at Flushing High School align to the parent requests for programs and the trends of languages that our students speak. Flushing High School respects and honors all parents' requests. We keep records in a folder in room 235 of the parent requests for each language. AP ESL Diana Scalera monitors the RHLA report in ATS for language groups. If there is a group with more than 20 students on a grade level, she will check the file of Parent Surveys to identify which groups are asking for a bilingual transitional program. Currently, Flushing High School only offers a bilingual program in Spanish and a bilingual program in Chinese because these are the only language groups in which the parents have requested a transitional bilingual program and have more than 20 students on a grade level. ESL classes with different levels (Beginning, Intermediate, Advance and Transition) are provided to all identified ELLs. The usual scenario is that the parents of newly identified ELLs opt for the bilingual programs and the parents of children that are in the country for a few years or had the opportunity of exposure to the English language before opt for the ESL program. Last year, we had 111 new admits to the school, 86 parents requested Bilingual Program and 25 requested ESL program. Twelve percent of our ELLs do not speak Spanish or Chinese. We do not have any other language group near the number of students needed to begin a bilingual program even if all the parents did choose a bilingual program. Korean speakers have the most students on a grade level and that is only 4 students. For the Spanish and Chinese students, the placement of the student always honors parent's requests. The placement takes place the first day of the school when the students are tested. At the same time, the parents are given the orientation meeting and they have the opportunity to choose their children's program. We have maintained all these records in the individualized student folder in the office (Room 233). All this process takes place in the language of the parent's choice.

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])?

We have an ESL department led by Diana Scalera, AP Admin/ESL. She is responsible for ELL data analysis, programing, instruction, teacher common planning time, teacher evaluation, parent outreach, supplemental support and compliance. She is a new AP in Flushing. She started in June of 2012 and has instituted many new initiatives in the department. She is supported by Betty Solis, the BESIS coordinator. Mrs. Solis is a licensed Spanish teacher. Mrs. Solis is responsible for all areas of the ELL identification process, the Extension of Services report, the BESIS report. She supports the AP in all aspects of compliance including organizing 2 parent meetings, sending mandated letters to parents and managing NYEESLAT testing. Ms. Solis has three periods of comp time and teaches ESL students in her AP Spanish Literature classes. In addition, we have a Lead Teacher, Debra Lavache, assigned to the ESL department. Ms. Lavache is a licensed ESL teacher. She is responsible for PD in common planning time, the implementation of the instructional goals in the classroom, monitoring the data from Achieve 3000, an online reading program; and providing teachers with support to improve the outcome of their classes. She is also a troubleshooter when students are not managing well in their classes. For example, a student might not be able to manage time well and has a difficult time meeting deadlines and getting to school on time. Ms. Lavache works with students individually or in a small group around a particular theme. Ms. Scalera is also in charge of the program office. The school leadership decided that attention to the design of programming of special populations (ELL and ISS) was critical to the improvement of instruction. Ms. Scalera's dual role in the school is to manage and maintain the creation of the school's scheduling master to ensure that the structure of the program prioritized the delivery of services to ELLs and ISS students. In addition, the leadership chose a new program chair who is also a licensed ESL teacher, Jianguang Liu, and a new program assistant, Marni Metzler who is a licensed ISS teacher. Placing teachers with these content area specialties in the program office was a deliberate decision by school leadership to ensure that the programming for both ELLs and ISS, and ISS ELLs is a priority in this school. The ESL AP also supervises 8 certified ESL teachers and one certified ELA teacher. These teachers meet daily in common planning time for 47 minutes.

We also have two certified bilingual counselors, Fran Goris and Linda Heberd. Two other guidance counselors also speak Spanish. The ESL department works closely with Samuel McElroy, AP of Integrated Student Services, to ensure that ISS ELLs receive the services to which they are entitled.

Our ESL teachers are generally programmed to teach one proficiency level. For example, Mr. Kong and Ms. Fasolakis teach the beginner classes. Mr. Liu teaches the SIFE students. Ms. Lavache teaches intermediate students and one overage skills class. Ms. Kendzierski and Mr. Paolantonio teach intermediate students. Mr. Skolnick, Ms. Martin (ELA) and Ms. Silva teach the advanced students. This is done so that there can be common planning within the proficiency levels.

Our Spanish bilingual students are programmed as if they were a school within a school. They are programmed with the correct number of minutes of ESL in self-contained multi-grade ESL classes according to their NYSESLAT proficiency level. We also use the ELE scores to program students into their and a Spanish Native Language Arts class taught by certified Spanish teachers. For our long term ELLs who have lower scores on their ELE, or are less fluent in Spanish, we have heritage language classes also taught by certified Spanish teachers. These classes are literacy builders using a language arts model instead of a foreign language model of instruction. We have two certified Spanish bilingual teachers in social studies who teach the entire Spanish bilingual social studies classes. We have Spanish speaking teachers who teach the bilingual math classes. We have a certified Spanish bilingual biology teacher and a certified Spanish bilingual chemistry teacher in science who is also the AP of the Science department. Spanish bilingual students are programmed for classes taught by a certified bilingual teacher in the content area. If no certified teacher is on staff, for example, in Earth Science, we assign teachers who speak the language of instruction. In cases where neither teacher is available, we offer students the support of a push in teacher in their content area classes.

Our Chinese bilingual students are programmed as if they were a school within a school. Chinese bilingual students are programmed with the correct number of minutes of ESL in self-contained, multi-grade ESL classes according to their NYSESLAT proficiency level. They also have a Chinese Native Language Arts class taught by a certified Chinese teacher, Jenny Chen. We have one certified Chinese bilingual teacher in social studies, Jin Qin Zhou, who teaches the entire Chinese bilingual social studies classes. We have two certified Chinese bilingual math classes, Qi Zhuang and Jie Lee, who teach all our Chinese students. We do not have any certified Chinese bilingual science teachers; however, we program our Chinese

bilingual students into special sections so that we can provide support with push in teachers or they are taught by our bilingual Spanish teacher using ESL methodology. We also have Chinese bilingual science teachers who teach Living Environment, Earth Science and Chemistry in Chinese in Saturday Title III Supplemental classes.

Our ESL only students are programmed as if they were a school within a school. ESL only students are programmed with the correct number of minutes of ESL into multi-grade, self-contained classes according to their NYSESLAT proficiency level. They do not have a foreign language class. We provide self-contained ESL content area classes in social studies, math and science that are mostly taught by bilingually certified teachers or have push in support or by teachers who have had Sheltered Instruction Observation Protocol (SIOP) training.

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)?

ESL classes are programmed as multi-grade, self-contained classes by proficiency level. The core classes and the lab classes are back-to-back and taught in the same location with the same teacher. The beginner skills class is mostly taught as a push-in class to a science class. We have push-in Living Environment, Earth Science and Chemistry classes. There is one self-contained skills class for students who are over-aged and under credited and still at the beginner level. Our advanced level classes are taught back-to-back: one ESL class and one ELA class are in the same room with different teachers. We program our ESL classes back-to-back to ensure that when we need to assess our students, they have sufficient time to take assessments. This structure also improves attendance and continuity of instruction. It is also a tool in teacher evaluation. Each teacher is responsible for the growth of a particular set of students. NLA, heritage and bilingual classes are taught as a single period classes of 47 minutes 5 times a week.

Because we are a multi-schedule school, we incorporate our 37.5 minutes into the daily schedule. All our periods are 46-47 minutes long. Students at the beginner level receive 3 periods a day, 5 days a week for 705 minutes of ESL instruction a week. Students at the intermediate level receive 470 minutes of ESL instruction a week. Students at the advanced level receive 235 minutes a week of ESL instruction and 235 minutes a week of ELA instruction. Both the Spanish native language and heritage classes are scheduled for 235 minutes a week as are our Chinese native language classes. At the junior and senior level, the native language arts classes are at the College Board AP level.

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.

Our classes are taught using the Transitional Bilingual model described in this document. As our beginners are mostly in the 9th and 10th grade, these classes have mostly a 75/25 home language to English ratio; however, each class has students with all proficiency levels and the teachers differentiate to the needs of the students in that particular class. The percentage of time that the home language is used for instruction is decreased as the grade level increases because most of our students enter our school as freshmen and their proficiency increases over the years. The goals of the classes are to provide students with instruction in the language that will most support content learning. In addition, the teachers provide support for learning the content in English. The entire school, including the bilingual teachers is engaged in integrating CCLS throughout the curriculum. In addition, last year we provided our ESL teachers and our science teachers with a seven day series of professional development using the Sheltered Instruction Observation Protocol (SIOP). This PD included on-going, in-class support and teacher collaboration to write lessons plans between content teachers and ESL teachers. In the science department teams of teachers develop and implement content goals as well as language goals for their lessons. There are two licensed Spanish bilingual teachers in this department, Luis Aguirre-Amaya, Chemistry, and Eduardo Talero, Living Environment. The use of informational text in the implementation of lessons requiring students to develop and state arguments as well as counterarguments have been infused in our curriculum. Included within these positions are citations to specific text. The analysis of data based on multistep procedures conducted in our weekly labs is also part of our curriculum. Assessments are differentiated based on students' language needs and development. The use of a child's second language is utilized in the implementation of strategies such as cooperative learning, heterogeneous versus homogeneous grouping and the differentiation of instruction. Access to appropriately-leveled reading materials and other resources assist in assessing and developing instructional strategies suitable for specific groups of learners.

Current Bilingual and ESL Math teachers are: Antolin Dubois (working on bilingual license) Pedro Gil (fluent in Spanish, no bilingual license), Jie C. Lee fluent in Chinese, bilingual license), Tin K Leung (fluent in Chinese, no bilingual license), Oveida Martinez (fluent in Spanish, no bilingual license), Qi Zhuang (fluent in Chinese, working on bilingual license).

There is a continuous use of department curriculum guides in Algebra, Geometry and Trigonometry correlated with Common

Core Standards that require modeling approach in presenting the following topics in: a) Algebra: verbal problems including area problems asking for symbolic representation and leading toward algebraic expressions, linear or quadratic equations and system of equations, motion problems, coin problems, problems in statistics involving various graphs and histograms, b) Geometry – proofs, proofs in coordinate geometry, algebraic proofs and the use of SSS, ASA, SAS to show congruence of given triangles. There is a continuous use of the instructional practice that is asking students to explain their reasoning /solutions as a part of the class wide discussion during the review of the homework and class work assignments and using it as a bridge toward one to one interactions that involves all students in explanations of solution/concepts/definition and common effort in solving the problems. We use Geometer’s Sketchpad based lessons in Algebra and Geometry to provide for visual understanding of Algebraic and Geometric concepts based on the principles of Dynamic Algebra and Geometry supplemented by the instructional CCS based processes listed in 1 and 2.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are programmed for Native Language Arts in Chinese and Spanish. They are evaluated by their teachers in regular classes exams. The junior and senior years, the students are in AP level classes and follow a College Board approved curriculum. At the end of the year, students take the exam and are highly successful in meeting the standards of the College Board. 69% of the Spanish students qualify for college credit and 99% of the Chinese students qualify for college credit.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use the Milestones program that has chapter and unit exams that assess each modality specifically. Teachers and students keep records of their progress in each modality and discuss what it needed to improve achievement. These unit exams are given every six weeks. We also use the Achieve 3000 online reading/writing program. There is a monthly review of student progress and, if a student has completed 3 activities scoring above a 75% on the first try, his/her Lexile level will be automatically increased. This program gives us the tool to do a pre-assessment of students at the beginning of the year. It also helps to track student progress once a month. We can monitor the data by student, teacher, and grade level and on a school-wide basis. For example, at the end of October, the AP was able to compare the scores of various classes and teachers to understand which teachers needed more professional development and which teachers were highly proficient in the use of the program. The most proficient teacher used the program for 63 hours from September through October. His students made +167L gains. Our least proficient teacher used the program for 10 hours and had only +42L gains. We asked Achieve 3000 to come in and support the teachers with the least gains. The PD focused on using the program more efficiently. Our most proficient teacher will provide PD to his colleagues in common planning time to help them understand the power of the program and how they can increase their students' efficient use of the program. On an individual level, our Lead Teacher will provide PD on the instructional conversations she is having with her students to help them better manage their interaction with the program. For example, a student is consistently answering only 50% of the questions correctly. The student was asked why that was so. Was it that she did not understand the readings or was it that she did not actually read the text before answering the questions? The teacher linked the Achieve work to the passing of the multiple-choice questions on the Regents and explained to the student that she could increase her passing rate both in Achieve and the Regents by simply reading the text.
In addition to this method of on-going assessment, we use the assessment program that is part of the Milestones program that is used in all levels of ESL. This is a CCLS-based program that provides separate assessments for each modality as part of every assessment tool. It provides a pre-assessment that helps to determine growth over the summer beyond the NYSESLAT scores, and areas of weakness. We moved 25 students into higher proficiency levels based on these results. Additionally, Milestones also has specific strategies to address areas of weakness. When a student's evaluation shows a specific weakness, the teacher can consult the supporting materials for appropriate remedies. Teachers use the NYSESLAT data in conjunction with the Milestones and Achieve data to groups students and design lessons that address student needs.
For writing, we have instituted SMART goals for teachers to increase the ability of our ELLs to write well on NYSESLAT and Regents like tasks. By January, each teacher should have five samples of student work that reflect this type of writing. Additionally, teachers need to provide students with rubrics, support and tasks to improve the writing on this task. Teachers will present their portfolios as part of their artifacts for their teacher evaluations.
For listening and speaking evaluations, we have purchased the Milestones program. This program has highly effective content-based listening and speaking activities and formal and informal assessments of listening and speaking skills. Teachers are reporting that students are more aware of academic language and using it more often in classroom instruction since we began using this program. We have two days a week of common planning time for the department and teachers are developing strategies and formal and informal assessments to monitor growth of listening and speaking skills.
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).

The subgroups we have identified in the Flushing program are: ISS-SWDs, long-term ELLs, and SIFE. Our ISS population is the one in which we have had the greatest success. Before September 2012, very few ISS-SWDs were placed in ESL. Students were given “X” coding status. Starting in September 2012, all ISS-SWDs were placed in an ESL classes according to their NYSESLAT score. Unfortunately, many students had not taken the NYSESLAT exam for a long time. Currently, we make individual placement decisions for students with older scores. For example, a student who last took the NYSESLAT in 5th grade and scored at the beginner level. This student is a junior now and exhibits verbal fluency in English but struggles with writing. This student was given an intermediate level class (core and lab) and the skills class. He meets the minimum number of minutes of instruction for a beginner; however, he is more appropriately placed then he would be if we used the NYSESLAT score. ELL-SWDs are placed in their ESL classes mostly according to their proficiency levels and with support by paras. This is the least restrictive environment. The model was very successful last year. 20% of all our ISS-SWDs tested out—including some students who had been at the intermediate level for many years. Many others moved up one proficiency level. Since this configuration was successful last year, we continued it this year. We will have to make some adjustments in the future because funding models and monitoring of compliance has changed. We are planning for full team teaching ESL classes for school year 2014-2015.

We have 98 students who have 4-6 years of service. They come to our school as long-term ELLs. 8 % of our beginners fall into this category. 30% of our students at the intermediate level have 4-6 years of service and 24% of our advanced students fall into this category. The important news is that more than 90% of our students move up from the beginner level. Where are students get stuck is at the intermediate and advanced level. These students have the most strength in the area of speaking and writing on the NYSESLAT but are not passing the ELA Regents. They need support in reading that they are getting through our work with Achieve 3000. These students need to read more complex texts and write more complex tasks in order to improve. This is the instructional focus of the Title III Supplemental support we offer. We are challenging our students with grade level texts alongside the Lexile appropriate texts in Achieve 3000 and teachers are assigning more "stretch questions" and "thought questions" as part of the Achieve 3000 intervention especially for this group of students.

Our students with ISS services were also placed in our Spanish native language classes or our Spanish heritage classes for students who are English dominant but also speak Spanish at home. These classes are taught using a language arts model based on New York State Spanish Native Arts Standards and incorporates CCLS in order to grow students' ability to write in Spanish--some for the first time. In the past, Flushing High School ISS ESL-SWDs were given “Introductory Spanish” that was based on watered down beginner foreign language model. The students' content area classes are programmed according to the mandates of the IEP. The AP of ESL, the AP of ISS and the school psychologist are reviewing the IEPs of all ISS SWDs for students who would benefit from the ELAND status; however, given the high level of success last year in the model we are using, we are being very cautious about removing ISS students from ELL services.

We have 78 students with interrupted formal education on the RSFE report. There are 26 who have tested out. There are 52 current ELLs who have been identified as SIFE. Eleven of those students receive ISS support. 19 SIFE students who are not ISS are achieving at least a 65 percent grade point average. The ELL-SIFE have individualized reading support through Achieve 3000. Students can have the text read to them in English and/or Spanish, they can have full Spanish support or partial Spanish support. The teacher works with the student to make the correct instructional decision for that student. In addition, teachers use NYSESLAT modality scores to help students identify areas for improvement and help students with strategies to improve those areas. One strategy that is department-wide is Lily Wong Fillmore's “One Sentence A Day” strategy. The class works in heterogeneous groups to study a complex sentence that is related to the reading of the day. The strategy has four steps: predict the meaning of the sentence; breakdown the sentence into smaller ideas and sentences; replace challenging words with others words that do not change the meaning of the sentence; and identify the new understanding the group has of the sentence. This strategy helps students develop problem solving abilities in relating to complex texts, it broadens their semantic field and it trains students to comprehend one thought at a time rather than getting stuck on the meaning of a word or two. We ask teachers to identify their SIFE students and we ask them to monitor their progress and notice if there are any special needs that these students have. When they are not progressing in the mainstream classes they will get reprogrammed into the SIFE group. This year 5 students were identified and were reprogrammed into the SIFE class based on a teacher recommendation.

We have a third group, of 22 students who are mostly recent over-the-counter admits to Flushing High School and do not have reading or writing ability in either language. When our BESIS coordinator administers the ELL identification process, she also makes an evaluation of students' SIFE status using the protocols explained in the ELL Identification Process. If a student is identified as SIFE, they are programmed into our SIFE track. At this time we have one section of SIFE classes with 20 students. These are mostly students who

have arrived in the US less than a year ago with no proficiency in English and scored in the bottom quartile in the Spanish Lab R. We have purchased RIGOR, a program for literacy in the content areas for SIFE students this year. It has just arrived in the building and we will have department-wide training in this program to build capacity in all teachers. We also use Achieve 3000 with this group. They have to take the diagnostic in Spanish and have full access to the Spanish reading program and the English program. This program is in its infancy, and we are in the planning stages of expanding it to native language arts and to the content areas. The teachers of the content area classes are notified that their students are SIFE and need special support.

AP Scalera provides the testing office with the names of the ELLs and the former-ELLs who have tested out within the last two years to be programmed for testing accommodations during Regents testing. Also, this list is provided to content area teacher who teach ELLs so that they can provide students with glossaries and extra time to complete tests and exams in classes.

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?

Because our ELL-SWDs are mainstreamed into our ESL classes their curriculum is exactly the same as the general education ELLs in ESL. These classes are based on the CCLS and build both literacy in English through reading and writing of fiction and non-fiction related to Math, Science and Social Studies. As our data suggests, this strategy is highly effective. 20% of our ELL-SWDs tested out of ESL in Spring 2013. Our reading program is based on an adaptive model. Students are given a diagnostic and provided with non-fiction readings related to Math, Science, Social Studies, health, art, and physical education at their personal Lexile level. Each month the Lexile levels are reviewed for successful completion of the reading activities. Students scoring three or more scores of 75% are automatically moved to the next Lexile level. In the course of the month, if a student is showing success in their completion of the reading activities, they are assigned “stretch” activities by their teacher. While our classes are multi-grade, teachers are aware of the students' grade level needs (i.e. different disciplinary vocabulary needs) and often use grade level as one of the grouping criteria that is successful in project-based learning. This program also helps students demonstrate independence as a learner, build strong content knowledge, comprehend as well as critique, value evidence and use technology and digital media strategically and capably.

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?

All ELL-SWDs are programmed according to both mandates, ESL and IEP. ELL-SWDs are scheduled into the ESL classroom according to their proficiency levels. In some cases, we adjust the placement if an in-house assessment (combination of the pre-assessment from Milestones and Achieve 3000 and teacher recommendation show that the student can grow at a higher level.) The AP ISS, the AP PPS, AP ESL and the Lead Teachers for ISS and ELL are in constant communication regarding placement and special instructional needs of each student. In addition, our program office staff, Marni Metzler, and ISS specialist and Jianguang Lui an ESL specialist, ensure that the decisions made by the leadership can be implemented for each student. Teachers have been trained in common planning time to identify the specific strategies that support ISS students. Paras are provided. By placing ELL-SWDs in general education ESL classes allows students to attain English proficiency and have their goals addressed in the least restrictive environment. Teams of teachers, including ISS and ESL teachers, review student performance and needs on a regular basis to ensure that students are flexibly programmed in the least restrictive environment possible. In many cases, the ESL teachers have led the way in writing the literacy goals that all content teachers use as the basis of their work with ELL-SWDs.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	12 Spanish /5 Chinese		
Social Studies:	9 Spanish/5 Chinese		

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

Math:	12 Spanish/2 Chinese			
Science:	1 Spanish/ 1 Chinese			

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.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

In reviewing the ELA Item Analysis report on ATS, we can see that our ELLs are not ready to consistently score at the level needed in order to pass the ELA Regents. Most students are scoring between 30 and 45 on the Regents. Our supplemental Title III program design addresses these areas. Students will be supported in the supplemental ESL classes that take place in the afterschool tutoring program and Saturday Title III supplemental classes using targeted intervention based on data from the each students' item analysis for past ELA Regents. The teachers of these classes will be licensed ESL or ELA teachers however; the individuals have not yet been indentified. The classes will begin the first week of January 2014 and end the first week of June 2014 for 20 weeks.

We also have data from the Progress Report and the ATS RESI report that identifies which students need to pass certain exams. The Progress Report indicates very low passing rates in the content areas school-wide including ELLs. We use the RESI file to identify the individual students who need support for certain exams. These documents guide our design for our supplemental intervention. This year we also look at our Quality Review that indicated that we need more socio-emotional support for our students and families—especially in the area that relates to helping students learn what is expected of them as students and how to be successful. Given this data, we will be offering the following classes. We have certified bilingual Spanish and Chinese teachers who teach students Global Studies, US History, Living Environment, Earth Science, Chemistry, Algebra and Geometry on Saturdays and after school. The language of instruction is determined by the teacher depending on the needs of the students who attend the classes. The focus of these classes is to help students learn the disciplinary language of the content in English by using the home language to support the comprehension of the content. In addition, the teacher will use the home language or English to improve students' understanding of important concepts and improve the students' ability to understand and be successful on the content area exams. Students are asked to read non-fiction articles related to the NY State curriculum in a particular content and complete writing tasks that relate to the readings. The Saturday classes are structured more like a regular classroom environment with whole class assignments and the after school program is structured as a tutoring session with teachers providing homework support and individualized instruction. There are also ESL teachers in both programs who will provide whole class instruction on Saturdays and tutoring and homework help in the after school program. There will be one ESL class for SIFE students (who are all at the beginner level), one class for long-term ELLs (who are mostly at the advanced level) and one for students who need to pass the ELA Regents in order to graduate (mostly students at the intermediate and advanced levels). This program is available to all ELLs and former ELLs. The goal of these classes is to improve the skills that students need in order to read literature, write critically about a piece of literature and to be able to read and understand non-fiction. In addition, we have provided for one Spanish bilingual guidance counselor and one Chinese bilingual guidance counselor who can work with each student and their families after school and on Saturdays to find solutions to socio-emotional situations that effect each student. These counselors will record their interactions with students either in ilog, or produce a similar report so that the information is shared with the the AP PPS, the AP of ESL and the students' assigned guidance counselor.

The Title III program is open to ELLs and former ELLs. It will run every week that school is open from December to June and will be supervised by the Title I supervisor on Saturday and the after school supervisor during the week. Saturday school starts at 9:30 AM and ends at 12:30 PM. There are two classes from 9:30 AM to 11:00 AM and 11:05 to 12: 30 PM. Students are provided with Metro Cards and snacks. The after school program starts at 3:50 PM and ends at 5:20 PM on Monday through Thursday. Students are also provided with snacks.

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

Last year, major changes were made to the delivery of instruction. First, students were programmed in self-contained classes by proficiency level. Before that, proficiency level was not a factor in assigning students their ESL program. Because each class is 47 minutes, students still had the correct number of minutes of instruction; however, their individual level was not taken into account. Teachers not only had multi-grade classes, but also had multi-proficiencies in each class. This made it difficult for teachers to differentiate because of the wide variation of abilities in each class. We instituted daily common planning time. This allowed for professional development on a variety of areas. First, teachers were trained to understand in NYSESLAT results, group students and differentiate the lessons to meet the needs of each student. Teachers were expected to have several grouping scenarios based on students data (NYSESLAT scores, ISS status, grade level, ELA results) and be able to articulate which grouping scenarios was used for a particular task and why that was the optimal grouping scenario.

ELL-SWDs were now programmed into ESL classes. Many times these classes had paras assigned to help the ESL teacher.

Many of our ELL-SWDs were receiving ELL services for the first time in years. Many had formally been “X” coded. This group was initially reluctant to be in ESL classes; however, most found a home and eventually thrived under the care and instruction of our ESL teachers. 20% of the total ELL-SWD population tested out of ESL on the NYSESLAT in 2013—including ELL-SWDs who were at the intermediate level.

In the 2012-2013 school year, each ELL and ELL-SWD had access and was supported in their ESL class to work on Achieve 3000 from February to June. Teachers received training, laptops were provided to the class two days a week on a rotating schedule, and data was reviewed on a monthly basis. While the overall increase in Lexile levels was negligible, many students made +300L to +400L gains in their reading levels. We had an overall increase of 50% in the number of students who tested out from ESL.

We also had a 22% increase in the number of students who completed the NYSESLAT. This was due to greater student and teacher awareness of the importance of the exam. In addition, the daily common planning time helped the department manage and support teachers in following up on each students' progress. We also offered a raffle to students who completed the NYSESLAT. ELL-SWDs now were in a class that supported their taking the exam and many more ELL-SWDs were tested.

The area that the ELL department did not make progress was in helping ELLs and ELL-SWD's pass the ELA Regents. Only 44% of the “P” cohort passed the ELA exam. This is the most important area focus this year.

The data that is used to determine the progress of the department throughout the year is the monthly Lexile updates from Achieve 3000 and the unit exams from the Milestones program which happen every six weeks. If we do not see progress in the students reading specific all or in each modality as measured by the unit exams, we discuss the issue in the daily common planning time to find a strategy to move the students forward.

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

Last year, we piloted push in support to one living environment class. We also provided ESL and science teachers with SIOP training which did not happen until March and April of 2013. Science teachers are fully trained in SIOP and are expected to use these strategies. This year ESL teachers are pushing into 5 science classes. In the case of Living Environment, our freshmen beginners are scheduled for three classes with one ESL teacher. The first class builds fiction and non-fiction content knowledge and the second class builds disciplinary linguistic knowledge in Living Environment. We have purchased new books for this class. In the third class, the ESL teachers are pushing in to the Living Environment class. We have also established one two earth science push in classes and one chemistry class.

We also organized to have the Achieve 3000 license start at the beginning of the year instead of the middle of the year. Each teacher has had laptops assigned to their class from September. The laptops are kept in good working order. Most teachers are already trained in Achieve 3000; however, on-going training is being provided. Those teachers that need more training are getting that training in common planning time and in-class support from our lead teacher and a staff developer from Achieve 3000. The data from each class will be monitored and discussed as part the common planning time each month and through the observation process. The AP ESL is using a protocol provided by Achieve 3000, the 5-Step Literacy Routine Observation Checklist and the Instructional Rigor Observation Checklist to monitor the teacher use of the program. In addition, Achieve 3000 has added features that directly teach and measure achievement of CCLS.

In addition, each teacher has a SMART goal related to the skills required by the ELA Regents and another goal that is related to a skill required to be successful on the NYSESLAT exam. Common planning time was used to grade the MOSEL exams this year and now teachers are aware of the types of tasks that they will be held responsible for in their own evaluations. The work of the common planning time will be to develop strategies that will help our students be successful on all three exams.

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

Last year we had supplemental support for students to use the library after school. Very few students took advantage of these programs. We also had support for the AP Chinese students. These students have two years to prepare for the exam and do not need the extra support. We have moved those funds into supporting bilingual Chinese and Spanish teachers to provide tutoring after school and to have bilingual guidance counselors after school and on Saturday.

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

Every program in our school is open to ELLs and ELL-SWDs. Flushing High School has one of the most extensive ESL PSAL programs in New York City. We also have two outdoor sports fields that provide students with a place to practice and improve their sports skills. This is especially true for our ELLs who are our stars on the Soccer team and other teams as well. We also have the following clubs: Arista (National Honor Society) ASPIRA, the Chess Club, The Chinese Club, The International Thespian Society, the LEOS International Club, the Scie-Fi Anime Club, the Students Organization, Tri-M (Music Honor Society). ELLs are welcome and encouraged to participate in each of these.

Our Title III Supplemental Grant supports an after school program of 8 tutors in 4 content areas (ESL, math, Science, Social

Studies) four days a week. Teachers will focus on homework support and reading and writing support for the content areas through the use of Achieve 3000. Laptops are available in the classrooms in which tutoring is available. We also have bilingual guidance counselors available 4 days a week. Both programs start at 3:50 and end at 5:20 PM. The guidance counselors will also be available to parents who need extra support. Our Saturday program includes ESL enrichment using Achieve 3000 and content support in math, science and social studies. Some students are more like to attend on Saturday and some students are more likely to attend after school. Our ELLs are also entitled to participate in the afterschool and Saturday programs of the Title I grant. For example, if a student needs support in physical education or health, he/she can attend classes offered under the Title I grant or the Priority school grant. We also offer a Saturday School ESL class for parents.

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

The department has adopted the textbook Milestones. This textbook is CCLS aligned and promotes rigorous acquisition of academic language. Students using this textbook series are exposed to academic disciplinary language in every lesson. The textbook matches non-fiction articles with short stories in a thematic-based fashion. This is the first year that all teachers are using this new instructional tool.

We have two laptop carts assigned to the ESL department and one computer is available for our use. Every ESL student has a user name and password on Achieve 3000. All ESL teachers have user names and passwords and have their students assigned to classes in Achieve 3000. The ESL teachers are mandated to use Achieve 3000 at least two days a week with one period of their class. This program is adaptive software that monitors student progress and provides students with more challenging work once they meet certain Lexile. It also provides them with “stretch activities” that allow them to work at multiple Lexile levels. All teachers who teach the Chinese bilingual, Spanish bilingual and ESL only classes have a user name and password to be able to print out articles that relate to the content of their courses in varied Lexile levels.

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

The native language instruction is provided in both Chinese and Spanish to students in the TBE and ESL only programs according to their native language. We do not have a dual language program. Each class is taught by a certified teacher of the language. The classes are 47 minutes each day five days a week. Year one and two are to build literacy and academic language and knowledge in the content areas. Year three and four are College Board approved curricula for the AP Spanish Language, AP Chinese Language and AP Spanish Literature exams.

We also use the ELE scores to program students into their and a Spanish Native Language Arts class taught by certified Spanish teachers. Students have 47 minutes of instruction five times a week. For our long term ELLs who have lower scores on their ELE, or are less fluent in Spanish, we have heritage language classes also taught by certified Spanish teachers. These classes are literacy builders using a language arts model instead of a foreign language model of instruction.

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

At the high school level, students are programed according to their proficiency level. These classes are usually multi-grade classes. Teachers have found that they use grade level as one of the grouping scenarios they use to differentiate tasks and rubrics. A student who is a sophomore and will not take the ELA Regents might have a less challenging task. In this environment, students who are more accelerated than their grade and/or age level cohort, have the opportunity to easily work at a more accelerated level. At the same time, students who are proficient at a lower level than their normal age/grade level expectations have an opportunity to work the level that will challenge them most.

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.

Flushing has a Freshmen Academy whose task is to support all newly enrolled ELL students.

Some ELLs come to Flushing High School through the list notice process. These students can be from public school or private school. Starting July 1, the data for list notice students is transferred to the admitting school and the AP ESL is able to make preliminary decisions for programming based on the previous year’s NYSESLAT and the 7th grade ELA and math scores. Each student is given a potential program based on this data. It is used to determine which students are ELLs and which students need AIS support in math. We also can receive IEPs for the list notice students from our Network. These IEPs help us understand the needs of our ELL-SWDs. Mid-August, the 8th grade ELA and math scores and the NYSESLAT scores are released and we use this information to create the final program for ELLs and ELL-SWDs in the appropriate proficiency levels. The week before school opens, we pay guidance counselors and the BESIS coordinator to come in and admit the over-the-counter students. The BESIS coordinator also administers the ELL identification process to the over-the-counter students and list notice students who show up on the ELPC screen. The BESIS coordinator administers the home language survey, the LAB-R when indicated, shows the ELL parents the Parent Orientation Video and asks parents to sign the Parent Choice letter. In addition, the parents of these

students are invited to the Freshmen Academy Orientation on the last Thursday before school opens. In this orientation, this is translated into Spanish and Chinese via radio-transmitted simultaneous translation, parents and students learn about the time schedule, the lunch program, the school layout, the different departments, the sports programs and the clubs that are available to all students.

During the school year, newly-arrived students and their parents meet with a guidance counselor and the BESIS coordinator. Students receive a packet from the guidance department translated into Chinese and Spanish that includes: bell schedule, rules and regulations, attendance procedures, where to go for....., counselor contact information, graduation requirements. They are also given the Military Opt out form and the Respect for All brochures, both translated in multiple languages. Students are programmed on that first day and come to school the next day. They start by meeting again with their guidance counselor, they are given their program and whatever support they need to navigate the day.

The Freshmen Academy has special assemblies throughout the year to help orient freshmen in the culture of the school, how to read a program card, how to use the CAASS system when entering the building, and the discipline code (translated into Chinese and Spanish). There is simultaneous translation in the assemblies for students who cannot understand the information in English in Chinese and Spanish. In addition, the Sports and Arts Foundation (“SASF”) has special programs for freshmen. The Sports and Arts in Schools Foundation program at Flushing High School offers academic and socio-emotional support for ELLs.

18. What language electives are offered to ELLs?

Last year our Accreditation Committee approved a course called Spanish Film; however, there were not enough students who chose that course as part of their course selection to run it. We need to do two things this year. We need to advertise more about the availability of new courses and we need to have a better system of communication between guidance counselors and students so that students understand that they have a choice in elective. This is a school-wide issue we are working on. While our AP language program is mandatory for our ELLs, it is not necessarily usual to provide all ELLs with access to AP language course. We were broadened the access to these classes last year. Forty-six Chinese students took the AP Chinese Language and Culture exam. These were all our senior Chinese students. 32 received the highest qualifying grade of 5 and only one student did not qualify. One hundred and twenty six junior Spanish speaking students took the AP Spanish Language exam last year. 86 received a qualifying grade (3-5). Thirty nine senior Spanish speaking ELLs took the AP Spanish Literature and 27 qualified with a score of (3-5).

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)?

Paste response to questions here:

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.

ESL teachers and the English teachers that teach the ELA component of ESL have common planning time (“CPT”) daily. These sessions include one day a week of professional development to strengthen the implementation of Achieve 3000, strategies for implementation of the department-wide strategy of “one sentence a day” and Danielson Frameworks for development of effective lessons. In addition, we have one day a week of sharing of best practices using a department developed protocol, two days a week of unit planning by proficiency level, one day a week for direct PD and one day a week to enter SESIS attendance per DOE directive.

Each teacher in the school will be part of the school-wide professional development to support the implementation of ADVANCE and MOSEL evaluations. The dates are: November 4, 2013; November 18, 2013; December 2, 2013; December 9, 2013; January 6, 2014; January 13, 2014; February 10, 2014; February 24, 2014; March 3, 2014; March 10, 2014, April 7, 2014; May 5, 2014; May 12, 2014; June 2, 2014; June 9, 2014. These sessions will be 90 minutes in duration two times a month. Flushing teachers agreed to an SBO for an abbreviated time schedule on two Mondays a month. In addition, the school adopted the school-wide focus “Reading to Learn”. Many of these PDs will entail helping teachers to build reading strategies into their content lessons. There is a new principal this year at Flushing High School who was assigned on August 30, 2013. There is currently a search for a PD partner as part of the Priority School mandate. The target of the PD will be ELA, ESL, Social Studies and Science teachers. This PD will include workshops, common planning support, in-class support and reflection on outcomes. Several organizations are being considered and a decision will be made by January 1 as to which of the organizations will best suit the needs of Flushing High School.

From March to June of 2013, Science teachers and ESL teachers participated in a PD with the Center of Applied Linguistics. Their Sheltered Instruction Observation Protocol program is one of the most efficient training programs for ELLs and their teachers. This PD included seven days of support that ranged from workshops, in-class support in one-on-one consultations with each teacher. Teachers were also offered per session in order for ESL and science teachers to collaborate on lesson planning after school. These protocols are also part of the observation process for the ESL and science teachers. In addition, High Schools that Work was the PD partner last year and was responsible for monthly PDs on the integration of CCLS. Each teacher was supported last year in developing, teaching and evaluating the CCLS aligned argumentative and informative units linked to the CCLS. This year, teachers are expected to integrate all levels of CCLS into their lessons and units. In the classrooms, there is evidence of teacher asking students to defend their claims and back up their statements with evidence. Most ESL teachers use the SEE strategy (State the Claim, Provide Evidence, Explain how it is relevant) as part of all reading and writing activities.

During common planning time, the ESL Lead Teacher, Debra Lavache provided PD to the Freshmen Academy teachers on the following topics: Understanding Language Acquisition and How to Support ELLS in the Classroom. This is in a small group (about 15 teachers) to allow the teachers to be able to process the information and ask questions and get answers.

There also are two counselors assigned to the Freshmen Academy, one is a bilingual counselor. The AP ESL provides the guidance department with on-going PD to help guidance counselors to understand ELL programming. In addition, the AP ESL works closely with guidance to ensure proper programming of students. There is also PD for guidance counselor in how to program ISS students and ELL-SWDs done by the AP ISS.

All our teachers are potential teachers of ELLs. Our ESL Lead Teacher has already completed 1.5 hours training for the staff through common planning time and the Election Day PD day. The first PD was: Understanding Language Acquisition. The second PD was How to Support ELLS in the Classroom. Some of the topics of the future Chancellors PD days and the Monday after noon PDs will cover are: Vocabulary Strategies, Using ELL Specific Data to Drive Instruction, and Using Vygotsky’s Zone of Proximal Development to Create Next Steps. Our PD partner will also be responsible for PD specifically designed for teachers of ELLs. There will be more designed when that partnership is established.

Professional Development for guidance counselors was provided by AP Scalera on October 23, 2013. The Title of the PD was Programming for ELLs. Guidance Counselors take advantage of continuing professional development as it is offered by NYCDOE and internal supports. There will be specific Jose P training on February 3, 2014 for guidance counselors provided by our PD partner or our network.

All guidance counselors intervene in parent meetings, the senior meeting in October, the financial aid meeting in December, the senior meeting in January have simultaneous translation into Chinese and Spanish. Scholarships are identified for ELL, immigrants, and non-residents. Bilingual counselors assigned to bilingual students. All mandated students meet with a counselor in mandated

language. In situations where parents are meeting individually with guidance counselors, phone translation is utilized.

Transitional activities are preformed via classroom guidance presentations by: Francisca Goris, licensed Spanish bilingual guidance counselor, Linda Heberd licensed Spanish bilingual counselor, Lydia Neto and Amalia Hwang, Spanish speakers and licensed guidance counselors and Eun Young Lee Thompson, a Korean speaker and a licensed guidance counselor. Support from college office for senior and junior classrooms is provided by Christine Stamberg, a licensed. On December 12, Christine Stamberg will be a speaker in the ELL Achievement Celebration and share with the audience (ELLs and former ELLs and their parents) specific resources that the College Office offers for students who are immigrants and/or may be undocumented.

An evaluation of the student body of the school revealed that the more than 60% of the students are ELLs or former ELLs. The results of the ELA exam is the lowest in the school. For this reason, the principal has decided to dedicate the February 3, 2014 Chancellor's PD to the support of ELLs and the completion of Jose P training for every member of the staff. There will be separate professional development for all teachers and including special education teachers and paraprofessionals, all guidance counselors, all secretaries and the Parent Coordinator for 7.5 hours as part of ensuring that each staff member will have documented Jose P training. This information will be collected and monitored by Lilliam Katcher, AP Freshmen Academy, Strategic Planning and Professional Development. This information can be found in room 195E.

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?

As per schools' safety plan: If a parent or visitor does not speak English, the SSA or staff member uses the language chart to determine the language the individual is speaking, and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's Translation and Interpretation Services Unit at 718 752-7373 to request telephone translation.

Parents are made aware of the NYCDOE web site so that they can obtain phone translations, and translations of important NYC DOE documents. Every effort is made to provide parents with information in their preferred language in a timely fashion. Spanish is the only language other than English spoken by more than 10% of parents. Our information posters and all materials produced for parents is translated into Spanish and many times Chinese.

Our Parent Coordinator, Mary Vacarr is responsible for supporting the process to ensure that all parents have the proper translation. She meets with most parents who enter the building. All the resources she has are in Spanish and Chinese. She has other languages, when available from the DOE. Also, she manages all the public translations that are provided. She sets up the radio station, distributes the receivers in the correct language to parents and students and explains how the simultaneous translation system works. Ms. Vacarr is also in charge of the phone messenger. She ensures that all messages go out to parents in Spanish, Chinese and or English depending upon the home language on record in ATS. Ms. Vacarr arranges for Spanish and Chinese translators to review the machine generated translation for accuracy and cultural appropriateness.

To understand parents' need we provide them with the Survey and Program Selection Form to identify which type of program they would like their child to enter. We also provide parents with an Opt-out Letter that allows parents to change their preference once their child is already in a program. We also send Entitlement Letters once a year to inform parents of their child's program status.

Each year we have two ELL parent orientation meetings. Parents are notified by mail, by a backpacked letter and by the phone messenger which the Parent Coordinator, Mary Vacarr prepares. All messages are in English, Chinese and Spanish. Because we have a very efficient BESIS coordinator who is able to complete the ELL Identification process at intake, our meetings are dedicated to introducing parents to the services available to them and to ELLs. The principal, the assistant principal of ESL, the ESL lead teacher, the bilingual guidance counselors and our CBO, Asian Americans for Equality (AAFE) are present at the meeting. This meeting has ample time for parents to ask general questions and to get help with specific problems affecting their children. There is one meeting in October and a second in March. In the March meeting we focus more on curriculum and career and college ready issues. We have the college advisor attend this meeting.

On parent/teacher night, our ELL parents are escorted by student volunteers organized by the Aspira Club in Spanish and the Chinese AP Language and Culture class in Chinese. These students escort parents from room to room so that they have a full understanding of the progress of their child.

As part of our Title III grant, we have bilingual guidance counselors available in the afternoon from 3:50 PM to 5:30 PM for parents and students. These counselors help families with a full range of guidance support from school progress, college preparedness and socio-emotional issues. These counselors are also available on Saturday during the Title III Saturday school from 9:30 AM to 12:30 PM. There is also a parent ESL class to support English learning of the parents and to give parents an opportunity to learn English by using Achieve 3000, as their children do. Parents can have access to the progress of the children and have their own account to continue their own learning of English.

During the ELL Parent meetings, the Saturday Title III classes for ESL parents, we survey the parents for their challenges and needs for support. This year we are providing ELL parents with availability to guidance counselors at the end of the school day and on Saturdays. We will publicize this service through leaflets home and weekly phone messenger messages. All interactions with parents are translated into the necessary language.

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.

Our program has been identified as one of the 25 lowest performing ELL departments in New York City. Last year, we made big gains on the NYSESLAT outcomes. 50% more students tested out last year than the year before. 20% of the ELLs-SWDs tested out after being in ESL for only one year. Previously, the majority of ELLs were "X" coded. We have a new physical space that students identify as the ESL department. Students know that they have a place to go if they need support. We started daily common planning time last year and it continues this year. CPT has provided teachers with a place to share their work and to learn more and refine their practice. We still have a long way to go. We have 75 students who are still registered in our school who did not graduate last year because of the ELA Regents and other combinations of Regents and credits. We have to better support CCLS, academic language and the students preparedness for college and careers. This is our goal this year. More of our students will exceed Achieve 3000 expectations in improving their reading Lexiles, more will pass the ELA Regents and their other Regents exam so that they can graduate. We are diligently working for and expect to see a major improvement in the graduation outcomes of our ELLs over last year's results. We are on a path to constant improvement.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 25 School Name: 460

Cluster: 2 Network: 202

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

Part A: Needs Assessment Findings

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

We used the ATS reports RHLA and the RPOB to determine the distribution of primary languages spoken by the parents of our ELLs and of our total population. Parents fill out a "Blue Card" every year with contact information that includes the preferred language of communication. This card is stored in the Nurse's office and used in case of emergency. The Learning Environment Survey asked parents, "Does your school communicate with you in a language that you understand?" The survey results reflected that 32% strongly agreed and 58% agreed that FHS did. We have a meeting of the appropriate Cabinet members each year to discuss this year's data and implement the practices that will provide our school community with the services to which they are entitled. We also shared the information with the Cabinet via email.

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.

Among our ELLs, we have 368 Spanish speakers, 100 Chinese speakers and 53 ELL students who speak a wide range of languages with no more than 6 students in any group. However, when we look at the total population of the school, we have 1164 Spanish speakers, 200 Chinese speakers, 54 Bengali speakers, 19 Arabic speaker, and 23 Haitian Creole speakers. These are the languages that we need to plan for. This information was shared with the Cabinet including the Guidance Department, Parent Coordinator, and CBOs that work with our students via email. There are the findings of our Home Language Aggregate Report for our school.

When we look at the total population of the school, we have only 1113 students out of 2800 on our register who speak English as their home language.

Only 40% of our students speak English as their first language. 60% of our students are second language learners even though they may have tested out of ESL in their earlier grades. They may still have language acquisition issues. We have created a school-wide literacy plan that is

based on "Reading to Learn" as the schools' instructional focus.

These are the languages that we need to plan for in our Translation and Interpretation Plan and any contact with families.

Part B: Strategies and Activities

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

We have teachers who are able to translate materials into Spanish and Chinese. Betty Solis is the BESIS Coordinator and she translates documents into Spanish and Mr. Zhou is a bilingual Chinese Social Studies teacher who translates documents into Chinese. Ms. Solis does this as part of her work as the BESIS Coordinator. Mr. Zhou is paid per session for his work. These teachers are on staff every day and provide translated documents within 24 hours. When we need to communicate to our ELL parents, we always give our translators lead time to prepare their work. Also the AP PPS distributed information from the DOE web site regarding access to the translation unit. Our school also has a web site that contains all information provided to the families of our students. The FHS web-site contains Google translate app in order that parents are able to view all information in their preferred language.

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.

We use the phone messenger to send out messages to families in English, Spanish, and Chinese the three main languages of our school. These messages are translated into English, Spanish and Chinese. We have faculty and staff who are trained and are paid to provide simultaneous translation via a radio transmitter system in Spanish and Chinese. These transmitters are used during any meetings of parents, students, and community groups in which there will be members of our school community who need translation. This system can provide up to four languages at a time; however, the Parent Coordinator, who organizes the simultaneous translation, reports that she has never had a parent request another language. The use of this equipment has increased the attendance at PTA meetings.

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>.

- We provide each parent with the Parents' Bill of Rights during monthly PTA meetings, ELL parent informational sessions twice a year, Freshmen Academy parent informational meetings and Open School Night. Right & Responsibilities are also displayed outside the Parent Coordinator's Office in Spanish and made available to every parent in the covered languages. In the Parent Coordinator's Office room 128, there are hard copies of this document in all the covered languages and they are offered to parents, especially during their first visit to this office.
- We have printed and posted the signs that are available on the DOE web site to welcome parents to the school, notify them of their rights and responsibilities, and to identify restroom facilities.
- Per Schools' Safety Plan: If a parent or visitor does not speak English, the SSA or staff member uses the language chart to determine the language the individual is speaking, and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's Translation and Interpretation Services Unit at 718 752-7373 to request telephone translation.
- Parents are made aware of the NYCDOE web site to obtain translations of documents and provide them to parents in a timely manner.
- The School Messenger sends out messages to families in the language that is listed on ATS, we have had many requests to stop the message in Spanish and send it in English or vice versa.
- Spanish is the only language other than English in which there are more than 10% of the parents who speak this language. Our information posters are in Spanish in and around the Parent Coordinators office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>Flushing High School</u>	DBN: <u>25Q460</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <u>push in</u>
Total # of ELLs to be served: <u>533</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>14</u> # of certified ESL/Bilingual teachers: <u>8</u> # of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Direct Instruction

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

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

Title III Saturday Program Supplemental Direct Instruction

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

After School Title III Program Supplemental Direct Instruction

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

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

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

Part C: Professional Development

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

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

Begin description here: Professional Development

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

Part C: Professional Development

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

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

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

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

Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: \$77784

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

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