



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES

DBN (i.e. 01M001): 07X520

Principal: LEBA COLLINS-AUGONE

Principal Email: LCOLLIN@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: ADA CORDOVA

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
Leba Collins-Augone	*Principal or Designee	
Janet Gardon	*UFT Chapter Leader or Designee	
Yvette Bermudez	*PA/PTA President or Designated Co-President	
Wanda Ortíz	DC 37 Representative, if applicable	
Fatoumata Ceesay Priscilla Nyarko	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shánua Rodríguez	Member/ UFT (SLT Chair)	
Janet L. Hughes	Member/ CSA	
Juana López	Member/ Parent	
Candida Almonte	Member/ Parent	
Monica Montiel	Member/ Parent	
Nohemy Alicea	Member/ Parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 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
- 1. 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	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	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)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 07X520

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	189	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	25	# SETSS	2	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	3	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		85.5%	% Attendance Rate		85.8%
% Free Lunch		92.3%	% Reduced Lunch		3.8%
% Limited English Proficient		19.6%	% Students with Disabilities		26.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		N/A	% Black or African American		25.1%
% Hispanic or Latino		69.8%	% Asian or Native Hawaiian/Pacific Islander		3.4%
% White		1.3%	% Multi-Racial		N/A
Personnel (2012-13)					
Years Principal Assigned to School		9.34	# of Assistant Principals		3
# of Deans		N/A	# of Counselors/Social Workers		2
% of Teachers with No Valid Teaching Certificate		N/A	% Teaching Out of Certification		14.2%
% Teaching with Fewer Than 3 Years of Experience		8.7%	Average Teacher Absences		3.4
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		60.2%	Mathematics Performance at levels 3 & 4		29.3%
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		47.8%
6 Year Graduation Rate		63.6%			
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		N/A
Hispanic or Latino		Yes	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		Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native		N/A	Black or African American		No
Hispanic or Latino		Yes	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		Yes			

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.						
<ul style="list-style-type: none"> • Developed in collaboration with all constituents, i.e., the School Leadership Team and the teaching faculty. • Based on a comprehensive needs assessment including feedback from the School Quality Review 2012 and the Quality Review 2013. • Based on data derived from scholarship reports, NYSED School Report Card, New York City School Survey, and New York City Progress Report. 						
Describe the areas for improvement in your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • School leaders should design and provide all teachers with ongoing professional development so that they acquire an ability to analyze and make instructional decisions using data, to identify the next series of learning steps especially for students in the lowest third. • School leaders should work with all teachers to develop units of study and instructional curriculum maps that include strategies for students in identified subgroups. The units of study should be aligned to the Common Core Learning Standards and include pacing calendars, activities, assessments, rubrics, and sample lesson plans. • School leaders should monitor the impact of professional development in all classrooms through formal and informal observations and provide additional support to teachers where necessary. • School leaders, with network support, should review current procedures and data on lateness and attendance and develop a plan to improve both. The plan should be implemented and monitored for effectiveness. • The school leader should engage all members of the School Leadership Team (SLT) in the comprehensive educational planning process. Professional development should be provided to SLT members on setting CEP goals that are aligned to the priorities of the school. The SLT should continuously monitor the implementation of the CEP goals and the effectiveness of the plan and revise as needed throughout the school year. 						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • Timeline for development, implementation, monitoring, and assessment of the SCEP. • The requirement that the SLT prepare the SCEP without considering the knowledge, skill, ability, and motivation of all constituents on the SLT. • Unclear guidelines for preparing the SCEP. 						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<ul style="list-style-type: none"> • All teachers participated in ongoing professional development designed so that all teachers would acquire an ability to analyze and make instructional decisions using data. • 100% of teachers engaged in strengthening their instructional practice with an emphasis on teacher effectiveness and high-quality teaching through formative support based on Charlotte Danielson's A Framework for Teaching as evidenced by more effective lessons. • A cohort of students who were consistently late, absent, and / or under-credited, met with their guidance counselors to address their social and emotional health as evidenced by guidance logs. • The SLT developed initiatives that increased the number of parents involved in the school community by 60%. 						
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.						
<ul style="list-style-type: none"> • Three out of five goals were successfully implemented. We fell short of completing the remaining two goals due to budgetary constraints, excessing of staff, unfunded mandates, and inconsistent patterns of attendance for students in need of academic support. 						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> 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.				
<ul style="list-style-type: none"> • Timeline for development, implementation, monitoring, and assessment of the SCEP. • The requirement that the SLT prepare the SCEP without considering the knowledge, skill, ability, and motivation of all constituents of the SLT. 				

- Unclear guidelines for preparing the SCEP.

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

Graduation Rate – Progress Report Targets

- | | | |
|--|---|-----|
| • English Language Learners | - | 92% |
| • Self-Contained / ICT / SETSS | - | 75% |
| • All Students in the Lowest Third | - | 75% |
| • Black / Hispanic Males in the Lowest Third | - | 75% |

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

School leaders will communicate with all constituents at SLT meetings, Parents' Association meetings, faculty meetings, professional development conferences, letters back-packed home to parents, and through mass mailings.

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

Education will move the masses out of poverty; however, success is difficult to achieve without the support / involvement of all constituents in the school community, i.e., educators, students, and parents. All constituents must have a sense of urgency about engaging in learning and must possess a sense of responsibility and have personal standards for self-improvement.

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

All school personnel will partner with families to provide students with challenging programs that reflect high expectations and promote excellence in a nurturing environment. School leaders will provide school staff with the necessary resources through professional development so that they can effectively support families.

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

- School leaders establish a culture for learning, set clear expectations for teachers and students, and provide supports to build buy in and accountability.
- School leaders communicate their expectation that students be ready for college and careers with a dedicated guidance counselor supporting seniors in college applications, college courses offsite, and local and international volunteer work.
- The school's curricula align to the State standards with curriculum maps and lesson plans incorporating New York State Standards and the Common Core Learning Standards where appropriate.
- School leaders provide personalized attention to both teachers and students. The customized attention for the latter builds positive behaviors and mutual respect amongst constituents.
- Guidance counselors provide supports to build positive behaviors and provide academic support to the group of chronically late students as well as to groups of highly motivated students to enrich their academic experience.

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

Designated personnel are responsible for effectively overseeing, implementing, and managing the improvement plan (SCEP). They are:

- Administrators
- Teachers
- School Leadership Team
- External Consultants
- Children First Network

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).			
Improve upon the analysis of assessment data that informs the development of curriculum and feedback to students to accelerate the progress of all learners.			
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.			
X	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	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, as a result of ongoing professional development designed by school leaders, all teachers will acquire an ability to analyze and make instructional decisions using data, to identify the next series of learning steps, so that 80% of the students in the lowest third will accumulate ten (10) or more credits as evidenced by end of year transcripts.	

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.	
1.	Strategies/activities that encompass the needs of identified subgroups
1.	Teachers will engage in ongoing professional development with a Generation Ready Consultant to develop their ability to analyze data and make instructional decisions using data.
2.	Teacher teams meet weekly and focus on reviewing data based on student work products and classroom assessments. This data will also help ensure individualized instruction during expanded learning time.
3.	The data specialist accesses, disaggregates, and disseminates student data to administrators and teachers.
2.	Key personnel and other resources used to implement each strategy/activity
1.	Teachers, administrators, and the Generation Ready Consultant
2.	Teachers, administrators, and the Network SATIF
3.	Data Specialist, administrators, and teachers
3.	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.	By June 2014, 100% of the teachers will be able to analyze data and make instructional decisions using data to adjust instruction and help students in the lowest third accumulate ten (10) or more credits as evidenced by report cards and end of year transcripts.
2.	By June 2014, 100% of the teachers will meet weekly in teacher teams and focus on reviewing data based on student work products and classroom assessments to develop best teaching strategies to improve instruction.
3.	At the end of each marking period, the data specialist accesses, disaggregates, and disseminates student data to teachers and administrators to track student growth patterns / trends, to surface gaps in student learning, and to track progress.
4.	Timeline for implementation and completion including start and end dates
1.	Subsequent to attending professional development workshops, participating in teacher team and faculty meetings, and working with the Generation Ready Consultant, all teachers will utilize the FLAGS High School assessment template to track students' progress (growth / gaps) and adjust instruction to meet the needs of all students by June 2014.
2.	September 2013 – June 2014 – Teacher Teams meet weekly to develop the school's Instructional Focus collaboratively with administrators and the Network SATIF; to define instructional goals, and to foster a school culture where learning and progress are tracked.
3.	October 2013 – June 2014 – The data specialist accesses, disaggregates, and disseminates student data to teachers and administrators to track student growth patterns / trends, to surface gaps in student learning, and to track progress.
5.	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.	The Generation Ready Consultant works with the Principal and six (6) teachers for 28 ½ days to develop teacher skills in analyzing data, using multiple entry points to address all students' needs, developing Common Core-aligned units of study, lesson plans and performance-based tasks, and implementing Common Core

- instructional shifts to align classroom lessons.
- Ongoing professional development workshops are provided for teachers with support from the CFN on the following topics: Instructional Focus, using data to inform instruction, intellectually engaging students in learning, Danielson's Framework for Teaching, the Citywide Instructional Expectations, and the Common Core Learning Standards (CCLS). The Network SATIF works with administrators and teachers on developing the school's Instructional Focus, organizing and documenting the work of teacher teams. These sessions are held during faculty and teacher team meetings, Circular 6R assignment periods, citywide professional development days, and Saturdays.
 - The data specialist collaborates with the CFN Network Data IT person on data to be shared, discussed, and analyzed with teachers and administrators with a focus on effective strategies on using data to inform instruction.

Budget and Resource Alignment

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

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).											
Establish the alignment of resources to reinforce supports for the school's instructional goals and to accelerate student learning.											
Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	I				

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, teacher teams will design and implement systems for measuring progress on interim and annual goals for subgroups and individual students as evidenced by teachers evaluating student work products aligned to the Common Core Learning Standards through a cycle of inquiry.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
1. Teachers, working collaboratively in teams, will design and implement systems for measuring progress of interim goals – goals students have to achieve at a particular stage (week, month) prior to the end-of-the-year goal. This is a way of quantifying the progress toward the ultimate goal. This enables teachers to adapt their instruction and curriculum to better support students' needs, help students explore concepts in greater depth, and determine student strengths and weaknesses.											
2. Teacher Team work focuses on a cycle of inquiry, i.e., plan, implement, assess, reflect, adjust, and repeat the cycle. Student work is used to evaluate the effectiveness of teacher practice.											
3. Teachers meet weekly and focus on implementing the Common Core Learning Standards and shifting classroom practice to engage / move all students toward meeting higher standards.											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers and administrators											
2. Teachers, administrators, and the Network SATIF											

3. Teachers and administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By June 2014, 100% of the teachers will develop and implement systems for measuring progress of interim goals for students.
2. By June 2014, 100% of the teachers will meet weekly in teacher teams and focus on reviewing data based on student work products and classroom assessments to develop best teaching strategies to improve instruction.
3. By June 2014, 100% of the teachers will meet weekly and focus on implementing the Common Core Learning Standards and shift classroom practice to engage / move all students toward meeting higher standards.
D. Timeline for implementation and completion including start and end dates
1. By February 2014, 50% of teachers at FLAGS High School will utilize the FLAGS High School assessment template to track students' interim progress and adjust instruction to meet the needs of their students. By June 2014, 100% of teachers will utilize the template.
2. Beginning September 2013, 100% of teachers will meet weekly in teacher teams to develop the school's Instructional Focus and subsequently review data based on student work products and classroom assessments to develop best teaching strategies to improve instruction.
3. Beginning September 2013, 100% of the teachers will meet weekly and focus on implementing the Common Core Learning Standards to shift classroom practice and engage / move all students toward meeting higher standards.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers meet three times monthly in teacher teams to formulate interim goals for students with emphasis on SWDs, ELLs, and the lowest third academically. Teachers will collaborate on developing interim benchmarks for achieving the goal.
2. Teachers meet three times monthly in teacher teams to discuss what they learn from interim assessments, how they will use the information gathered, what planning / interventions will result from this assessment, and how they can shift teacher practice to improve student learning.
3. Teachers meet three times monthly in teacher teams to review units of study, lessons, and assessments aligned to the Common Core Learning Standards.

Budget and Resource Alignment

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

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).			
Improve teacher capacity to deliver rigorous and cognitively engaging academic tasks that meet the needs of all learners so that they actively participate and produce high quality work products.			
Review Type:	QR	Year:	2013
Page Number:	4	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, 100% of the teachers will possess a normed understanding of the competencies that are inclusive of the Danielson Framework for Teaching and the new teacher evaluation and development system by focusing on lesson design, assessment, questioning, and discussion techniques as delineated in the school's Instructional Focus 2013-2014.	

Instructional Strategies/Activities

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

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

1. Teachers engage in yearlong professional development to strengthen teacher practice related to designing coherent instruction, questioning and discussion techniques, and assessment in concert with the Danielson Framework for Teaching and the new teacher evaluation and development system.
2. All teacher teams will evaluate student work products using a prescribed protocol for looking at student work.
3. Teachers will practice modifying lessons based upon the feedback received from their supervisors through formal and informal observations; including instruction delivered during expanded learning time.

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

1. Teachers, administrators, Generation Ready Consultant, Itinerant Assistant Principal Science, and Mathematics Achievement Coach
2. Teachers
3. Teachers and administrators

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

1. Beginning September 2013, ongoing professional development around Danielson’s Framework for Teaching assists teachers in planning and preparation which results in establishing a culture for learning, reflecting on teacher practice, communicating with families, and using questioning and discussion techniques to improve student performance.
2. Beginning February 2014, all teacher teams will evaluate student work using a prescribed protocol.
3. Beginning September 2013, administrators will evaluate teacher progress and effectiveness by observing teacher practice and using Advance, observing teacher standards and procedures, ensuring that teachers are continually improving their practice, that there is a culture of reflection and accountability, a continuous commitment to improving learner outcomes, and that participation in professional development produces a highly skilled and effective teacher practitioner.

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

1. February 2014 – June 2014 – Teacher observation reports will reflect teacher improvement in questioning techniques, designing coherent instruction, using interim assessment to track student progress, and using data to inform instruction.
2. February 2014 – June 2014 – All teacher teams will evaluate student work using a prescribed protocol.
3. September 2013 – June 2014 – Administrators will evaluate teacher progress and effectiveness by observing teacher practice and using Advance, observing teacher standards and procedures, ensuring that teachers are continually improving their practice, that there is a culture of reflection and accountability, a continuous commitment to improving learner outcomes, and that participation in professional development produces a highly skilled and effective teacher practitioner.

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

1. School administration provides yearlong professional development at monthly faculty / professional development conferences, in teacher team meetings held three times a month, at pre and post observation conferences, and at daily progressive supervision sessions. Additionally, teachers participate in weekly meetings with the Generation Ready Consultant, and at external professional development workshops.
2. At teacher team meetings held three times a month, teachers will evaluate student work products using a prescribed protocol for looking at student work.
3. Teachers receive ongoing feedback from their supervisors through post-observation conferences, review of artifacts, meetings with the Generation Ready Consultant, and then engage in self reflection. Teachers practice modifying lessons based on the feedback.

Budget and Resource Alignment

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

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

Priority School Allocation

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

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

Goal and Action Plan #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).

School leaders provide personalized attention to meet diverse needs of students that builds positive behaviors and mutual respect amongst constituents.

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	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, a cohort of identified students who are consistently late and absent, will meet with their guidance counselors to address their social and emotional health as evidenced by guidance logs.

Instructional Strategies/Activities

Describe the research-based 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. Chronically late and absent students are targeted for individual and group counseling sessions with the guidance counselors and social workers from WEDIKO including individual and small group counseling with an emphasis on social and emotional skill building.
2. The Attendance Teacher conducts home visits and counsels chronically absent students and their parents. The Attendance Teacher uses ILOG to document the outcomes and communicates the information to the Attendance Team.
3. A School Aide contacts the homes of absent students daily and records the outcomes in ATS ILOG.

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

1. Guidance counselors and social workers from WEDIKO
2. Attendance Teacher
3. School Aide

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

1. By June 2014, 25% of chronically late and absent students will improve their attendance and punctuality as evidenced by guidance logs, ATS ILOG, and data provided by WEDIKO.
2. September 2013 – June 2014 – The Attendance Teacher conducts home visits and counsels chronically absent students and their parents.
3. September 2013 – June 2014 – A School Aide contacts the homes of absent students daily and records the outcomes in ATS ILOG.

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

1. September 2013 – June 2014 – Guidance counselors monitor chronically late and absent students and provide individual and group counseling.
February 2014 – June 2014 – WEDIKO social workers will provide direct student services to targeted students to improve student attendance and punctuality.
2. September 2013 – June 2014 – The Attendance Teacher conducts home visits and counsels chronically absent students and their parents.
3. September 2013 – June 2014 – A School Aide contacts the homes of absent students daily and records the outcomes in ATS ILOG.

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

1. The guidance counselors monitor student attendance and punctuality by reviewing the ATS daily attendance list and the daily late logs. WEDIKO personnel provide weekly direct student services to targeted students.
2. The Attendance Teacher reviews the ATS ILOG and the ATS Cumulative Absence Report (RCUA) to identify chronically absent students on a weekly basis.
3. The School Aide daily reviews the ATS attendance list, identifies chronically late and absent students, and contacts families.

Budget and Resource Alignment

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

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

AIDP

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
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

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).

The school leader should engage all members of the School Leadership Team (SLT) in the comprehensive educational planning process. Professional development should be provided to SLT members on setting CEP goals that are aligned to the priorities of the school. The SLT should continuously monitor the implementation of the CEP goals and the effectiveness of the plan and revise as needed throughout the school year.

Review Type:	SQR	Year:	2012	Page Number:	4	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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, the SLT will develop goals that promote a 50% increase in the number of parents involved in the school community as evidenced by attendance at Parent Association meetings.

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. A community-based organization, WEDIKO, hired by the school in October 2012, will continue to provide on-site support to the Parent Coordinator and Parents’ Association President to develop strategies that will increase parental involvement.
2. A bilingual Assistant Principal provides translation for Spanish-speaking parents at all SLT meetings.
3. All members of the SLT will be involved in the discussion, planning, implementation, and monitoring of the SCEP at each meeting.

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

1. WEDIKO personnel, Parent Coordinator, and Parents’ Association President
2. Assistant Principal
3. All SLT constituents

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

1. By June 2014, there will be a 50% increase in the parental involvement in the Parents’ Association meetings.
2. September 2013 – June 2014 – A bilingual Assistant Principal provides translation for Spanish-speaking parents at all SLT meetings.
3. November 2013 – June 2014 – All members of the SLT will be involved in the discussion, planning, implementation, and monitoring of the SCEP at each meeting.

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

1. September 2013 – June 2014 – WEDIKO personnel will collaborate with the Parent Coordinator and the Parents’ Association President to design and implement a plan to increase parental involvement.
2. September 2013 – June 2014 – A bilingual Assistant Principal provides translation for Spanish-speaking parents at all SLT meetings.
3. November 2013 – June 2014 – All members of the SLT will be involved in the discussion, planning, implementation, and monitoring of the SCEP at each meeting.

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

1. WEDIKO personnel will work with the Parent Coordinator and the Parents’ Association President weekly to implement strategies, including in-school outreach, counseling, consultation, and home visits, to increase parental involvement.
2. A bilingual Assistant Principal will provide simultaneous translation for Spanish-speaking parents at all monthly SLT meetings utilizing a listening system.
3. All members of the SLT will be involved in the discussion, planning, implementation, and monitoring of the SCEP at each monthly meeting.

Budget and Resource Alignment

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

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

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, students receiving a grade of 75 or below in math for each marking period will master math concepts related to the unit of study two out of three times as measured by homework, tests, and weekly quizzes.
2. By June 2014, students in all classes will increase their knowledge of common English vocabulary by 25% at the end of the first semester and 50% by the end of the second semester as measured by teacher prepared tests and quizzes.
3. By June 2014, students receiving a grade of 75 or below in English / English as a Second Language (ESL) will increase their reading comprehension by 10 points on the midterm exams and 15 points on the final exams each semester.

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.

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

1. For goal one (1) research-based instructional strategies include: real-world problem solving fostering a multicultural connection to student interaction and motivation; using technology as an assistive tool, one of the principles of the National Council of Mathematics Teachers, making exploring math concepts more interesting; using visual aids and manipulatives helps students visualize what they are learning, bringing the content out of the text and into the mind, using graphic organizers, flowcharts and tangibles like flash cards and graphics to help solve problems; collaborative learning varies instruction for students and encourages them to verbalize their thoughts / ideas leading to greater understanding by more students, increasing their chances of scoring higher on tests and quizzes.
2. For goal two (2) research-based instructional strategies include vocabulary instruction, identifying words and concepts students need to know; teaching students the conceptual knowledge of words and how they are related; connecting vocabulary instruction to cognitive skill instruction such as word walls, word learning, and read alouds; strategies for students with disabilities are providing rich, varied language experiences, teaching word learning strategies, keeping vocabulary journals, and fostering word consciousness; strategies for English Language Learners include using visual aids to illustrate the meaning of words, encourage students to pronounce words, compare and contrast words, and repetitious reinforcement of the word.
3. For goal three (3) research-based instructional strategies include reading comprehension strategies such as previewing texts, keeping track of the author's intent by asking questions, making connections and predictions, helping students see relationships and connections by visualizing, teaching students to summarize and comprehend by knowing how words work, identifying important ideas, interacting with the text by evaluating what they read, checking for understanding and working in collaborative learning groups to learn strategies, and share them with peers.

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

1. Teachers of Mathematics, Administrators, Network Achievement Coach – Mathematics
2. All teachers, Administrators, Generation Ready Consultant, External Professional Development Consultant
3. English / English as a Second Language (ESL) Teachers, Administrators, Generation Ready Consultant

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

1. All students receiving a grade of 75 or below in mathematics
2. All students in all classes
3. All students receiving a grade of 75 or below in English / ESL

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.

X	21 st Century	X	Tax Levy	X	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.

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

The 21st Century Community Learning Center (CCLC) grant provides additional support for English, mathematics, social studies,

science, technology, and physical education classes. Students in the lowest third, SWDs, and ELLs participate in this project. This grant also supports an Expanded Learning Time Community Center that provides additional academic support beyond the school day. Fresh Prep personnel teach social studies content through rap. Arts Integration personnel teach mathematical concepts through visual arts and dance by finding meaning in symbols we use to communicate such as reading, writing, pictures, and movement using the STEM (space, time, energy, and mixture) framework for developing choreography. Students practice creating dances that interpret problems and communicate solutions. Students learn content while simultaneously reducing stress, plan better, and learn to overcome adjustments to school life and academic challenges. The staff of the 21st Century meets regularly to discuss problems / issues related to the program.

The Tae Kwon Do class, Fresh Prep, and Arts Integration Program provide enrichment opportunities, skill development, and academic support for students. These programs incorporate character education which helps students to address and solve problems, to work collaboratively in groups, to develop positive interactions with peers and teachers, and to learn from each other. Tae Kwon Do teaches students how to best respond to conflicts and prevent problems from occurring, promoting social-emotional learning, and developing class leaders

WEDIKO is a not-for-profit organization serving children, families, and schools whose mission is to improve children’s lives through a range of therapeutic services and programs which are tailored to fit each unique child and situation. They provide school-based consultation and interventions; collaborate with families and schools to improve outcomes for at-risk and vulnerable students. They will provide in-class, side-by-side academic and social interventions for students who are at-risk.

5. 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.

4. 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.

Social and emotional growth have an important role to play in ensuring a safe, caring, and supportive school climate, facilitating the holistic education of students, motivating students academically, and optimizing career and college choices.

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

The components of the ELT program include: building relationships of mutual trust and respect; students are encouraging students to take risks and to respect the diverse population of the school community in order to create a safe, culturally-inclusive community of learners; ensuring that teachers are supported, and tailor the academic program for students through providing enrichment activities that meet the academic needs of students; and ensuring that the instructors of these programs deal with students holistically, understanding that social and emotional learning is essential to academic achievement.

We will offer a number of Saturday classes depending on the availability of instructors. Some activities include: academic tutoring and small group instruction, Regents Prep, dance, art, movies and popcorn, basketball, games, step team, field trips to six of the following – Philadelphia, Boston, FDR Library in Hyde Park NY, NYC Tours, Mystic Connecticut (experience village life), Governor’s Island (bike riding, picnicking, nature hike), Cold Springs on the Hudson (hiking), NY Classical Theater, NYC Museums and Bronx Zoo when they are free, Bear Mountain (hiking trails, carousel, swimming), Mountainville, NY Storm King Arts Center (great outdoors, 500 acres of sculptures); Reading Club, to name a few. These activities provide students with opportunities to develop problem-solving skills, take ownership / responsibility for their decisions, become active participants in their own learning, school and community, and incorporate the Habits of Mind of commitment, persistence, and discipline into the learning process.

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

The ELT program will address the unique learning needs and interests of all students by: reinforcing what is learned during the day; supporting the CCLS; helping students master what they learn; studying technology / computer education; connecting students to the school community; improving student attendance and reducing drop-out rates; providing homework support; improving writing skills; developing the Habits of Mind of critical thinking, problem-solving, and working collaboratively; creating project-based learning activities, and working with CBOs.

7. Are the additional hours mandatory or voluntary?

	Mandatory	X	Voluntary
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8. 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.

With WEDIKO to engage parents who will, in turn, encourage their students to participate in the ELT program; sending letters home to parents, in English and Spanish, explaining the advantages of the program; meeting with students to explain the program and to survey their interest in programming activities; making the program affordable; accommodating parents’ working schedules; soliciting parent input and involvement in planning activities; offering parent / student workshops that foster parent involvement in the life of the school.

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

By identifying students in the lowest third, SWDs, and ELLs; monitoring their progress to ensure effective data driven interventions; developing interim goals and assessments; identifying skill deficits, differentiating instruction, offering tutorials and small group instruction; ensuring the availability of timely and useful data; ongoing professional development on increasing student achievement through CCLS, Danielson Framework for Teaching, and instructional shifts; providing research-based instruction; ongoing formative assessment; tiered instruction; and parent involvement.

10. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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11. Describe how you are evaluating the impact of the ELT program on student achievement.

Keeping in mind the availability and acquisition of funding for materials and transportation costs, we will evaluate the impact of the ELT program on student achievement and satisfaction by: creating a parent, student, and teacher survey of those who participate in the program to gather data on their assessment of the program; communicate with parents, students, and teachers about the academic benefit to students; gather data on math and ELA scores comparing ELT student persistence to students who did not participate in the program; effectiveness of instructional strategies; homework completion; increased interest in school and learning by students and parents; increased attendance; improved study habits; improved academic and social skills; and the overall accountability of the program.

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	<ul style="list-style-type: none"> • Increased time on task – double period ELA class for 9th grade students on performance levels 1 and 2 • Daily independent silent reading for 9th grade students • Journal writing • Literacy skill building • Tiered assignments • Read-alouds • Graphic organizers to improve writing • Teachers and Writers Collaborative provide intensive writing program • Homework help • Urban Arts Partnership – Art Integration assists students in building written and oral communication skills through STEM (space, time, energy, and movement) 	<ul style="list-style-type: none"> • Group • Individual • Individual • Individual • Individual • Group • Individual • Individual and Small Group • Individual and Small Group • Group 	<ul style="list-style-type: none"> • During the day • During the day and after school • During the day and after school • During the day • During the day and after school • During the day • During the day • During the day • During the day and after school • During the day
Mathematics	<ul style="list-style-type: none"> • Increased time on task – double period mathematics class for 9th grade students on performance levels 1 and 2 • Scaffold word problems • Targeted assignments for students based on performance levels • Use of technology as an assistive tool • Using modeling to link mathematics with everyday life, work, and decision-making • Homework help • Urban Arts Partnership – Art Integration uses the STEM framework to assist students in 	<ul style="list-style-type: none"> • Group • Individual • Individual and Small Group • Group 	<ul style="list-style-type: none"> • During the day • During the day • During the day • During the day • During the day and after school • During the day

	<p>learning math concepts and problem solving skills</p>		
<p>Science</p>	<ul style="list-style-type: none"> • Vocabulary development • Problem solving skills • Use of visuals to enhance comprehension • Reading informational texts • Make up labs • Homework help • Targeted instruction • Cooperative learning • Urban Arts Partnership – Art Integration – Uses the STEM framework to teach science content and problem solving skills 	<p>Individual and Group Individual and Group Individual and Group</p> <p>Individual and Group Individual and Small Group Individual and Group</p> <ul style="list-style-type: none"> • Individual and Group • Group • Group 	<p>During the day During the day During the day</p> <p>During the day During the day and after school During the day and after school</p> <ul style="list-style-type: none"> • During the day • During the day • During the day
<p>Social Studies</p>	<ul style="list-style-type: none"> • Case studies • Cooperative learning • Repeated readings • Research projects • Scaffold essay writing • Use of technology as an assistive tool • Tiered assignments • Use of visuals as an assistive tool • Use of timelines • Deductive reasoning • Homework help • Urban Arts Partnership – Fresh Prep provides academic enrichment and support, as well as test taking skills by teaching social studies content through Rap 	<ul style="list-style-type: none"> • Group • Group • Individual and Group • Individual and Group • Individual and Group • Group <ul style="list-style-type: none"> • Individual and Group • Group 	<ul style="list-style-type: none"> • During the day <ul style="list-style-type: none"> • During the day • During the day • During the day • During the day • During the day and after school • During the day
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Counseling • Assemblies • Workshops <ul style="list-style-type: none"> - <i>Transitional Services</i> - <i>Life Skills</i> - <i>Hygiene</i> • Community Service Involvement • Behavior Modification Plans • Functional Behavior Assessment Plan 	<ul style="list-style-type: none"> • Individual and Small Group • Group • Individual and Small Group <ul style="list-style-type: none"> • Individual and Small Group • Individual • Individual 	<ul style="list-style-type: none"> • During the day and after school • During the day • During the day and after school <ul style="list-style-type: none"> • During the day and after school • During the day • During the day

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

4. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. 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.
<ul style="list-style-type: none"> • Collaboration with CFN Human Resources Partner • Mentoring / Buddy System for new hires • Immediate follow-up with teachers who have licensing issues • Ongoing professional development for all teachers • Direct assistance to teaching staff • Teachers that are teaching out of license are encouraged to pursue dual certification

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).
<ul style="list-style-type: none"> • Principal attends monthly network meetings. • Monthly faculty / professional development conferences • Three teacher team meetings per month • Regular formal and informal observations aligned to Advance • Daily direct assistance to teaching staff and paraprofessionals • Literacy consultant works one day a week with six (6) teachers to assist them with aligning their lessons to the Common Core State Standards. • Professional staff from the CFN, including a SATIF and an instructional point specialist, works with the teaching staff to strengthen instructional practice. • A retired Assistant Principal of Science works with science teachers to improve instruction. • Offsite professional development opportunities are encouraged and funded. • Professional development materials are provided to teachers on a regular basis. • Targeted professional development is provided to all teachers. New teachers receive daily professional development with an assistant principal during their Circular 6R period. Junior teachers receive professional development with an assistant principal twice a week (or more, if needed) during their Circular 6R period. Veteran teachers who are new to FLAGS High School receive professional development with an assistant principal three times a week during their Circular 6R period. All teachers who need additional instructional support receive professional development with an assistant principal at least three times a week (or as needed). • All teachers participate in professional development activities for 2013-2014 as delineated in the professional development plan, i.e., Citywide Instructional Expectations, Common Core State Standards (Instructional Shifts, Rigor, and Access), Charlotte Danielson's Framework for Teaching, Advance, MOSL, data driven instruction, teacher teams, and teacher as learner.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I SWP School that utilizes conceptual consolidation, we use the flexibility available to us to integrate services and programs by consolidating funds from Federal, State, and Local sources to address the needs of all students. Specifically, students in temporary housing are given free MetroCards, free school meals, counseling, and guidance services as well as support with uniforms and supplies. Students With Disabilities and English Language Learners are included in all schoolwide activities. School staff is provided with professional development designed to result in improved learning outcomes for these groups.

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.

Data collection and analysis is discussed at all professional development conferences, faculty conferences, and department meetings. Teachers share best practices regarding assessment, intervention strategies, differentiated instruction, and teaching methodologies. Assessments include New York City Performance Assessment for ELA, PSAT / SAT, Regents Examinations, and informal and formal observations.

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)

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

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

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

- holding the required Title I Parent Annual meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program, and the parent involvement requirements under Title I, Part A, Section 1118, and other applicable sections under the No Child Left Behind Act.
- actively involving parents in planning, reviewing, and improving the funded programs and parental involvement policy of the school.
- supporting level committees that include parents such as the School Leadership Team and the Parents' Association.
- providing written and oral translations of all critical documents and providing interpretation during meetings and events as needed.
- providing materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math, and use of technology.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- providing assistance to parents in understanding City, State, and Federal standards and assessments.
- sharing information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community.
- including parents, especially those serving on the School Leadership Team and Parents' Association, in the development, writing, and implementation of SCEP goals.
- providing a dedicated room for parents to meet with access to educational materials.

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

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

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

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

SCHOOL-PARENT COMPACT
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 Common Core State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the Common Core State 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.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in their children's education.
- sending information related to school and parent programs, meetings, and other activities to parents of participating children. This information is sent in multiple languages and in a format that parents can understand.
- involving parents in the planning process to review, evaluate, and improve the existing Title I programs, Parent Involvement Policy, and this Compact.
- providing parents with timely information regarding performance profiles and individual student assessment results for their children, and other pertinent individual school information.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.
- notifying parents of their children's absences and latenesses.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive, and effective learning community for students and a welcoming respectful environment for parents and guardians.
- assisting parents in understanding academic achievement standards and assessments and how to monitor their children'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.
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy.
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.
- calling and communicating with parents about their children's homework and grades.

II. Parent / Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent or late.
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his / her age.
- check and assist my child in completing homework tasks each day.
- talk with my child about his / her school activities every day.
- set limits to the amount of time my child watches television, plays video games, or uses the Internet.
- monitor my child's activities on social media sites.
- 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.
- familiarize myself with the school SCEP goals and work collaboratively with the school to help them achieve these goals.
- volunteer in my child's school or assist from my home as time permits.
- participate, as appropriate, in the decisions relating to my child's education.
- communicate with my child's teacher about educational needs and stay informed about his / her education by promptly reading and responding to all notices received from the school or district.
- respond to surveys, feedback forms, and notices when requested.
- become involved in the development, implementation, evaluation, and revision to the Parent Involvement Policy and this Compact.
- participate in or request training offered by the school, district, central, and / or State Education Department to learn more about teaching and learning strategies.
- take part in the school's Parents' Association or serve to the extent possible on advisory groups, e.g. Title I Parent Committees, School Leadership Team.
- share responsibility for the improved academic achievement of my child.
- support the school's discipline policy and dress code.
- notify the school of all address and telephone changes.

III. Student Responsibilities

- attend school regularly and arrive on time.
- complete my homework and submit all assignments on time.
- follow the school rules and be responsible for my actions.
- show respect for myself, other people, and property.
- resolve disagreements or conflicts peacefully.
- work to the best of my ability.
- follow the school's discipline policy and dress code.

**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 07	Borough Bronx	School Number 520
School Name FLAGS 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 Leba Collins-Augone	Assistant Principal Ruth H. Serels
Coach type here	Coach type here
ESL Teacher Jacob McGuffin	Guidance Counselor Janet Gardon
Teacher/Subject Area Michael Piro	Parent type here
Teacher/Subject Area Caitlin Dunne	Parent Coordinator Donna Chung
Related Service Provider	Other Carol Scott
Network Leader(Only if working with the LAP team)	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.	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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	0	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)	193	Total number of ELLs	40	ELLs as share of total student population (%)	20.73%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										19	4	12	5	40
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	19	4	12	5	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	15
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	15

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	19		1	6		2	15		13	40
Total	19	0	1	6	0	2	15	0	13	40

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	3	11	3	32
Chinese														0
Russian														0
Bengali										2		1		3
Urdu														0
Arabic										1	1		1	3
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	19	4	12	5	40

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)										4	0	2	0	6

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)										7	3	5	5	20
Advanced (A)										8	1	5	0	14
Total	0	0	0	0	0	0	0	0	0	19	4	12	5	40

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	11		1	
Integrated Algebra	14	3	5	1
Geometry	23	0	0	0
Algebra 2/Trigonometry	3	0	0	0
Math				
Biology				
Chemistry				
Earth Science	0			
Living Environment	7	0	2	0
Physics				
Global History and Geography	20	9	1	2
US History and Government	18	3	0	0
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All fifteen long-term ELLs are students with disabilities (SWDs) with the exception of one, whose father recinded all special education services. The SWDs have low reading levels, problems with vocabulary and difficulty with long term memory and processing information. This contributes to their difficulty in making significant gains in the NYSESLAT and attaining proficiency.
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 [AMAQ tool](#))
This year the NYSESLAT Combined Modality Report (RNMR) did not disaggregate the data by modalities and the AMAQ tool was unavailable. But upon reviewing student's NYSESLAT Parent Report for 2012-2013 we noted that students overall fare better in Speaking and Listening than Reading and Writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Although we offer students the choice of taking the Regents in their native language and/or the use of a glossary few students take advantage of these opportunities. They generally chose to take their Regents in English because they learned the material in English. Last year fifteen students chose to take the Regents in their native language only two of those students passed the Regents.

b. & c. Last year, we administed the ELL Periodic Assessment but we were unable to access the results
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We build literacy across the curriculum, vocabulary development, organizational skills, reading, writing, speaking and critical thinking skills are developed in all subject classes.
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.).
We use scholarship data to track the success of our ELLS, i.e. whole school scholarship data based on classroom assessments, NYSESLAT results, baseline assessments, Regents Exams, Progress Report and New York State School Report Card.

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 parents of newly enrolled students in New York City public schools complete a Home Language Identification Survey (HILS). The testing coordinator determines LAB-R eligibility. If student the student is eligible, the Assistant Principal in charge of ESL interviews the student, administers the LAB-R and determines the student's proficiency level.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. The counselor and or the Assistant Principal holds an orientation session for parents and describes the program options. The parents then complete the Program Selection Form. The majority of our students opt for a Freestanding ESL program. We do not offer bilingual instruction at FLAGS because we do not have twenty students in a given language and grade nor do we have twenty students in a given grade opting for a Transitional Bilingual Program.
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 [\[see tool kit\]](#).) After the student is tested and a determination is made the Assistant Principal in charge of ESL sends entitlement letters inviting parents to an orientation session. The parents complete the Parent Survey and Program Selection form at the orientation meeting with the counselor.
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. We do not offer bilingual instruction at FLAGS because we do not have twenty students in a given language and grade nor do we have twenty students in a given grade opting for a Transitional Bilingual program. If we have twenty students in the same grade with the same language opting for a Transitional Bilingual program we would consider offering a Transitional Bilingual program if the budget allows. We provide Spanish translation for all written communication. We also provide translation services in Spanish and French.
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 ESL teacher administers the NYSESLAT test during the designated window. The Assistant Principal facilitates make-ups for absent students.
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. [i](#) The parents of six of our current ninth, tenth, eleventh and twelfth grade general education students have chosen Freestanding ESL as their program of 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])?
 1. Delivery of Instruction:
 - a) Instruction is departmentalized. We offer a freestanding ESL program. Additionally, the ESL teacher pushes into the ninth grade Global History class.
 - b) Although ESL instruction is ungraded and delivered as per CR-Part 154 mandate. This year the ESL classes are heterogeneous with ninth and tenth grade students in one section and eleventh and twelfth grade students in the other. Students are mainstreamed in content area classes both for general education and special education.
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)?

A certified ESL teacher provides ESL instruction as follows:
Beginner students, as determined by the NYSESLAT, receive 12 periods a week for a total of 555 minutes a week.
Intermediate students as determined by the NYSESLAT, receive ten periods (465 minutes) of ESL a week.
Advanced students as determined by the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week. Attendance for SWD-ELLs is entered in SESIS.
3. 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.

Instruction in content area classes is delivered in English. This year we have sixteen (16) general education and one resource room ELL in the ninth grade. Therefore, the ESL teacher pushes into the ninth grade social studies class. The ESL and social studies teachers collaborate in order to better serve these students. Teachers are provided with scientifically based professional development in instructional approaches for ELLs. The instruction is standard-based and designed to develop and enhance students' skills so that the ELL population meets city and state standards and assessments .
The ESL teacher is working with our Generation Ready staff developer to align ESL instruction to the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students have the option of taking standardized exams in their native language if available. Students are offered bilingual glossaries.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have literacy across the curriculum. All teachers infuse listening, speaking, reading, writing, and critical thinkings in their lessons. The ESL teacher addresses all four modalities in the lessons. He uses performance based assessments to measure student progress toward curricular goals and objectives. The teacher incorporatess audio and audio-visaul activities whenever possible in his lessons. The students practice their listening and note-taking skills regularly. Speaking is assessed through class participation, group work and class presentations. Students read and answer reading comprehension, and critical thinking questions. Writing is assessed daily through classwork and homework. The teacher assesses student progress in writing coherent sentences, paragraphs

and essays with different purposes (narrative, explanatory, argumentative and persuasive.)

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).

We differentiate instruction for ELL subgroups

a) A guidance conference is held with the student and his/her parent to determine if a student is SIFE. The ESL teacher provides instruction to address the students' needs; he uses materials that are appropriate to the students' ability. Guidance counselors communicate this information to subject class teachers. Teachers supplement their instruction by using technology as an assistive tool, graphic organizers, visual aids, group work and supplemental materials to ensure student progress and success. Peer tutors are an additional resource. Whenever possible peer tutors are assigned to content area and ESL classes to assist struggling ELLs.

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

c & d. The ESL teacher provides students with additional support targeting their deficiencies. Content area teachers differentiate instruction for ELLs by incorporating technology, manipulatives, graphic organizers, visual aids, one-to-one tutoring and or small group instruction during the day and after school. Ninth grade students are scheduled for a double period mathematics class during the school day. The class is taught by two teachers in order to provide students with more individualized instruction. One of the teachers is proficient in Spanish. Advanced ELLs receive one period of ELA and one period of ESL as mandated by CR Part 154.

e. The guidance counselors closely monitor the progress of former ELLs. Additionally, in years 1 and 2 after testing proficient former ELLs are given testing accommodations for all standardized testing.

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?

Our ELL-SWDs are integrated in general education classrooms for social studies. Advanced ELL-SWDs are also integrated in general education English classes. In addition to their ESL/ELA classes (as mandated by CRpart 154) the ESL teacher pushes in the ninth grade Global History class to provide students with additional support. We also offer a co-teaching US history class. It is taught by a general education and special education teacher. We provide ELL-SWDs with the support of a bilingual paraprofessional. We differentiate instruction for ELL-SWDs in the self-contained and general education classrooms. We also provide one to one tutoring and/or small group tutorials during the day, before and after school. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental material to ensure the students' progress and success.

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?

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

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

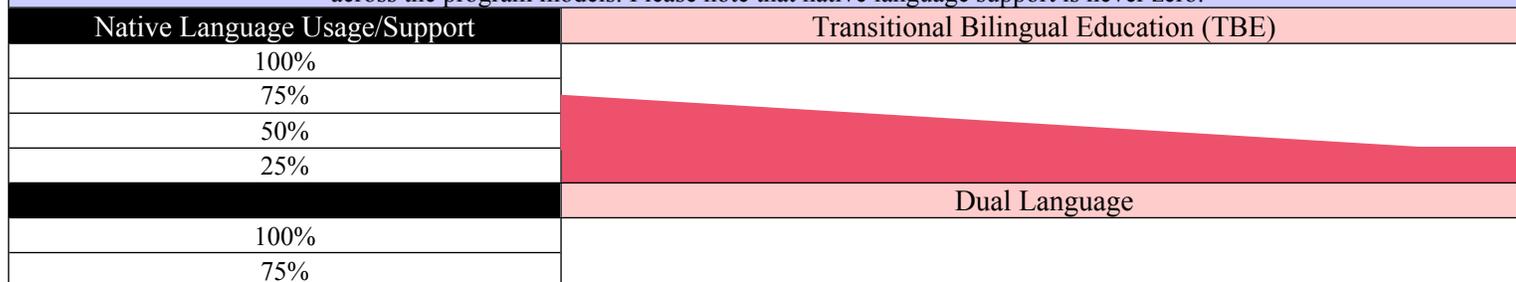
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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%			
	Freestanding ESL		
100%			
75%			
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.

Small group instruction is provided. One to one tutoring is offered to ELLs during the day and after school in ELA, math, science and social studies. ELL students receive individualized counseling as needed. Our ninth grade students receive a double period of mathematics. The class is taught by two teachers (one of the teachers also speaks Spanish) in order to provide students with more individualized attention. Advanced students receive one period of ESL (225 minutes) and one period of ELA (225 minutes) regardless of grade. In addition to the mandated number of minutes of ESL instruction, the ESL teacher pushes into the ninth grade global history class to provide students with additional support. Content area teachers differentiate instruction for ELLs. All our ELL-SWD students are mainstreamed for ESL and ELA (for Advanced students). Some SWDs are also mainstreamed for social studies and math. The Individual Education Plan (IEP) outlines the goals for special education students. The teachers of special education, in collaboration with the ESL instructor, discuss prescribed and agreed upon interventions to improve student performance. The ESL teacher and the special education staff work cooperatively to provide language support, engage parents in the decision-making process, and participate in discussions regarding the student's disability and evaluation process. All parties confer with each other in developing interdepartmental and school-wide interventions for ELLs. Every teacher has access to the IEPs of the students enrolled in his/her class.

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

The school's scholarship report for January 2013 recorded a 72.66% passing rate for all students and 66.58% for ELLs, a difference of 6.8%. In June 2013, the passing rate for all students was 70.43% and 68.50% for the ELLs, a difference of 1.97%. It is interesting to note that the ELLs did slightly better than their classmates in social studies by a margin of 1.33%. (The passing rate for all students in social studies was 64.54% and 65.31% for ELLs.)

The 2013 NYSESLAT results indicate that seventeen students made significant gains with seven students testing out.

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

Since our students struggle most in social studies, the ESL teacher pushes into the ninth grade global history class. Through our 21st Century Grant we have engaged the services of the Urban Arts Partnership, a Community Based Organization which integrates the arts in content area classes. They will be collaborating with social studies, mathematics, English and science teachers.

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

None.

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

ELLs are an integral part of the school community and as such they participate in all facets of school life: YAWP, College Now at Hostos Community College, Summer Search, school performances, class trips, after school activities, student government, etc.

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

Teachers are encouraged to integrate technology in their lessons i.e. use of PowerPoint presentations, video clips, visuals, manipulatives such as calculators, visuals, adapting reading material to students' skill levels and using Internet websites to find appropriate materials for their students. Wherever possible we have assigned peer tutors to assist students in content area classes.

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

Our program is delivered in English. Teachers pair up less proficient ELL student with more proficient ones to serve as a resource. Additionally, whenever possible we assign Spanish speaking peer tutors to ESL and content area classes to serve as a resource to ELLs.

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

Since social studies is a content heavy discipline, this year we decided to create heterogeneous ESL classes with ninth and tenth grade students in one section and eleventh and twelfth grade students in the other. The ESL teacher develops lessons that are integral to the social studies curriculum. In addition, because we have a large number of ELLs in the ninth grade (sixteen general education and one resource room student) the ESL teacher pushes into the ninth grade social studies class for additional support. The ESL and social studies teachers collaborate in order to better serve these students.

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.

Due to budgetary constraints we were unable to offer a summer bridge and orientation program.

18. What language electives are offered to ELLs?

Due to budgetary constraints we have had to drastically reduce our teaching staff and, therefore, we can no longer offer Native Language Spanish classes. Our Spanish speaking ELLs now take French.

19. For schools with dual language programs:

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

Not Applicable

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The Principal, the Assistant Principals and the staff from our Network conduct workshops on a number of topics including, but not limited to, aligning instruction to the Common Core Standards, differentiating instruction, building reading comprehension skills, developing and enhancing writing skills, accountable talk, test taking strategies, ESL methodology, using data to inform instruction, and teaching techniques in the content areas.
 2. At the beginning of the school year the ninth grade counselor presents a workshop for students transitioning from middle school to high school.
 3. The ninth grade guidance counselor provides support to teachers and students as needed.
 4. All teachers participate in a professional development plan designed to strengthen instructional practices for supporting ELLs in the classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All incoming ELL students and their parents are invited to an orientation session in June. We conduct the mandated new parent orientation for parents of ELLs. Parents of ELLs are invited to participate in the School Leadership Team (SLT) and the Parents Association (PA). We provide translation for parents of ELLs at all parent teacher conferences, SLT meetings and PA meetings. Teachers are expected to contact the parents of students monthly and record the contacts in a Parent Contact Log. As needed telephone calls are conducted through a translator.
 2. The Parent Coordinator partners with the Community Based Organization, Wediko to provide services for parents of ELLs.
 3. Parents articulate their needs through the SLT and PA meetings as well as through communication with school staff. The Parent Coordinator and/or PA president conducts a survey to assess the needs of parents. The Parent Coordinator partners with agencies, community-based organizations, and schools to provide services for parents of ELLs.
 4. The needs of the parents are addressed through written and oral feedback regarding their involvement in school activities. Additionally, parents voice their concerns to the Parent Coordinator. Through our School Priority Allocation the school employed the services of Wediko, a community based organization which works with schools to provide parent workshops and activities within the school and to build social and emotional skills for at-risk students. The consultants are bilingual (Spanish-English).

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: FLAGS

School DBN: 07X520

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leba Collins Augone	Principal		11/20/13
Ruth H Serels	Assistant Principal		11/20/13
	Parent Coordinator		
Jacob McGuffin	ESL Teacher		11/20/13
	Parent		
Caitlin Dunne - ELA	Teacher/Subject Area		11/20/12
Michael Piro - Sp. Ed SS	Teacher/Subject Area		11/20/13
	Coach		
	Coach		
Janet Gardon	Guidance Counselor		11/20/13
	Network Leader		
Carol Scott	Other <u>AP Special Education</u>		11/20/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:

School Name: FLAGS High School

Cluster: 2 **Network:** CFN206

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

Part A: Needs Assessment Findings

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

We reviewed the following documents:
ATS RADP-New Admit List
Home Language Survey of over-the-counter students
RSSS Ethnic Census Report
RPOB-POB/LAG/GEO Report

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

After examining the documents, we determined that 45% of our students live in homes where Spanish is the dominant language. We communicated the findings via Parents' Association meetings, School Leadership Team meetings, faculty conferences, Parent-Teacher conferences and Student Government.

Part B: Strategies and Activities

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

We provide Spanish translation of:

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

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

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

We provide the following services in Spanish and English as needed:

- Daily phone calls to and from parents
- Phone Messenger messages to parents
- Person-to-person meetings/conferences with parents

We provide Spanish translation for the following:

- Parent Association meetings
- School Leadership Team meetings
- Open House for prospective students
- Orientation for prospective students
- Academic outreach to inform parents of student progress by school personnel
- IEP conferences
- Compliance and Transition activities
- School activities to increase parent participation in the school and in the Parent 's Association
- Academic and disciplinary conferences
- Parent-Teacher conferences

At FLAGS the following staff members are bilingual, Spanish/English:

- The Principal
- An Assistant Principal
- Two school aides
- A health aide
- Two paraprofessionals
- The secretary
- The SBST worker
- A teacher

The Assistant Principal and the Principal also provide oral translation in French as needed.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: FLAGS High School	DBN: 07x520
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Reduced class-size
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

Part C: Professional Development

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

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

Begin description here:

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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