



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	25Q460
School Name:	FLUSHING HIGH SCHOOL
Principal:	ENRIC KENDALL

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Flushing High School School Number (DBN): 25Q460
School Level: High School Grades Served: 9 - 12
School Address: 35-01 Union Street Flushing NY 11354
Phone Number: 718-888-7500 Fax: 718-886-4255
School Contact Person: Mr. Enric Kendall Email Address: ekendal@schools.nyc.gov
Principal: Mr. Enric Kendall
UFT Chapter Leader: Ms. Erin Flanagan
Parents' Association President: Ms. Zulma Vasquez
SLT Chairperson: Mr. Terrence Gibbs
Student Representative(s): Laura Perez, Kristine Raghubans

District Information

District: 25 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace Room 129 Staten Island, New York 10301
Superintendent's Email Address: AHorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 202 Network Leader: Nancy Di Maggio

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Enric Kendall	*Principal or Designee	
Erin Flanagan	*UFT Chapter Leader or Designee	
Zulma Vasquez	*PA/PTA President or Designated Co-President	
Susan Sgambati	DC 37 Representative, if applicable	
Akash Ramsamooj Kristine Raghubans	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sheldon Minnus	CBO Representative, if applicable	
Jose Vasquez	Member/Parent	
Janet Wilks	Member/Parent	
Agata Wudarczyk	Member/ UFT	
Debra Lavache	Member/ UFT	
Terrence Gibbs	Member/ UFT	
Patricia Cuti	Member/ CSA	
Rosa Carrasquillo	Member/ Parent	
Frances Simon	Member/ Parent	
Andrea Perez	Member/ Parent	
Inga Ventura	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
✓	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
✓	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
✓	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
✓	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
✓	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
✓	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- ✓ Tenet 1: District Leadership and Capacity
- ✓ Tenet 2: School Leader Practices and Decisions
- ✓ Tenet 3: Curriculum Development and Support
- ✓ Tenet 4: Teacher Practices and Decisions
- ✓ Tenet 5: Student Social and Emotional Developmental Health, and
- ✓ Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- ✓ **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- ✓ **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- ✓ **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- ✓ **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- ✓ **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- ✓ **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- ✓ Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- ✓ School strengths, accomplishments, and challenges.
- ✓ The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

I. Contextual information about the school:

- **Transition**-Despite recent transition in leadership during a period of five years, the new principal, Enric Kendall who started officially in September of 2014 has conducted a needs assessment in the building that includes: programming, curriculum needs and system alignment, teacher observations and norming, budget analysis, as well as practices and decisions that involve needs and goals of promoting positive changes that build trust amongst all stakeholders.
- **Space**-Flushing High School (FHS) has identified challenges caused by an over projection in enrollment and the space constraints. However, Principal Kendall is working collaboratively with the other two schools (VERITAS Academy and Queens High School for Dual Language) co-located in the building to alleviate the unexpected enrollment.
- **Enrollment**-Flushing High School has identified the needs of over fifty high-needs students admitted in the over counter registration process and has implemented assistance by developing tutoring programs for English Language Learners and Students with Interrupted Formal Education (SIFE) students utilizing Title III fund sources.
- **School mission statement**-Flushing High School is a vibrant, international community of students, educators, families, and community leaders working together to develop active independent learners and productive global citizens. The mission of FHS is to prepare students to graduate with essential and critical skills required for post-secondary and career success, and a well-developed concept of individual and civic responsibility. After the needs-assessments conducted by Principal Kendall, a temporary plan will remain until the spring semester of 2015. The school's mission statement will be prioritized to reflect the new vision for the school. Part of the plan, with the collaboration of the School Leadership Team, the Network and all the stakeholders in the school, is to discuss the current mission statement, align the new leadership's vision and to revisit components of its statement to create a new mission that will reflect the work and initiatives supported by the High School Renewal Initiative (HSRI) and strategic support initiatives from the new superintendent's vision, Ms. Aimee Horowitz.

2. School strengths:

Based on the teacher feedback during both formal and informal discussions, professional development plan embedded in the school schedule was successful during the previous year and the 2013-2014 NYCDOE Quality Review Report, has identified it as an area of strength:

PD Days/SBO Structure- The school has a current professional development system embedded twice a month in a schedule that was voted and approved through a School Based Option (SBO) vote. Professional development is facilitated by HSRI, the creators of the research -based Sheltered Instruction Observation Protocol (SIOP) the Center for Applied Linguistics, and the school's lead teachers. Faculty receives intensive and targeted professional development in areas such as: teacher evaluation, strategies for English Language Learners, students with disabilities, teaching formats, Common Core Learning Standards (CCLS)-curriculum alignment, instructional shifts, as well as the school's Instructional Focus.

Community Based Organizations (CBOs)-Flushing High School has two on-site community based organizations with different approaches to support the needs of various sub-groups in the building.

The Sports and Arts School Foundation-supports socio-emotional needs for 9th graders, as well as other groups of students in grades 10 to 12. Part of the program provides tutoring, extra-curriculum activities and parental involvement.

The Asian Americans for Equality (AAFE)- supports students mostly in grades 10 to 12 in college and career readiness,

assisting students and parents with coaching to request financial aid, college tours, the college application process and selection of careers and professions utilizing the college readiness program that works collaboratively with the school College and Career Center.

Town Hall Meetings-Flushing High School provides meetings for parents to voice their concerns and possible strategic solutions and possible strategic solutions are discussed.

The Freshman Academy-The school has an academy which provides opportunity for interdisciplinary team teachers to discuss curriculum, socio-emotional needs of students and inquiry, showing an increase of 10% of students promoted to the 10 grade based on credit accumulation during the five years of existence for the academy.

3. School challenges:

Based on the needs assessments conducted by the Principal and the Office of High School Renewal Initiative an action plan was created to address the following challenges:

1. Teachers will need to consistently develop academic tasks that emphasize cognitive engagement and higher order thinking skills for all students.
2. Teachers will need to develop a shared belief around common teaching strategies that use multiple entry points to enable students to engage in discussion and produce work products that reflect high levels of student thinking and participation.
3. School leaders will need to support the development of teachers with effective feedback and next steps through the strategic use of frequent cycles of classroom observations and analysis of student learning outcomes.
4. Teacher teams need to use analysis of student work products to modify/shift lesson plans and pedagogy in order to positively impact the academic achievement of all students.

In addition, and as stated in the debriefing session of the New York State Integrated Intervention Team (IIT) conducted at FHS during December 2 to December 5, 2014. Flushing High School faces the following challenges listed below. These challenges are cited from NYSED Tenets (Tenet 2: School Leader Practices and Decisions; Tenet 3:Curriculum Development and Support; Tenet 4:Teacher Practices and Decisions; Tenet 5: Student Socio-Emotional Development Health and Tenet: 6 Family and Community Engagement)as well as NYC DOE QR Indicators to drive principal and school practices:

- School Leader Practices and Decisions-School leader has identified areas of improvement; to realign resources in order to increase opportunities for student success.
- Curriculum Development and Support-The school needs a cohesive and comprehensive curriculum aligned to CCLS.
- Teacher Practices and Decisions-The teachers need to develop instructional plans and practices to increase student achievement.
- Student Social and Emotional Developmental Health-The school needs a comprehensive system that identifies socio-emotional developmental health.
- Family and Community Engagement-The school needs to increase staff and family communication in order to develop home-school partnerships.

4. State Education Department-Tenets-Areas of Growth: Professional Development, CBOs involvement and Freshman Academy.

Based on the recommendations stated during the debrief session of the New York State Integrated Intervention Team (IIT)conducted at FHS during December 2 to December 5, 2014, the following are the areas of focus for this year:

State Education Department Tenets-Key areas of focus this school year

- **Curriculum Development and Alignment** with Common Core Learning Standards
- **Budget Alignment** to provide student support: tutoring, clubs, student activities, hiring school aides, deans, social workers, CBO's (Community Based Organizations for sub-groups)

- **Socio-Emotional Health:** Attendance, Counseling and Community Based Organizations
- **Parent and Community Support** to discuss community and parent concerns
- **Long-Term Vision** in specialized programs already in existence

4. **Flushing High School Instructional Focus- 2014-2015**-If teachers' model rigorous reading and writing tasks that includes scaffolding for academic language, then students will be able to participate collaboratively, in pairs or small groups using text to justify a claim and refute counterclaims.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

25Q460 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	2231	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	36	# SETSS	8	# Integrated Collaborative Teaching
				82
Types and Number of Special Classes (2014-15)				
# Visual Arts	17	# Music	19	# Drama
				6
# Foreign Language	39	# Dance	N/A	# CTE
				13
School Composition (2013-14)				
% Title I Population	63.0%	% Attendance Rate		83.6%
% Free Lunch	65.6%	% Reduced Lunch		6.2%
% Limited English Proficient	19.8%	% Students with Disabilities		14.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		26.0%
% Hispanic or Latino	49.3%	% Asian or Native Hawaiian/Pacific Islander		20.4%
% White	3.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		13
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		10
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.72
Student Performance for Elementary and Middle Schools (2013-14)				
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 (2012-13)				
ELA Performance at levels 3 & 4	50.2%	Mathematics Performance at levels 3 & 4		52.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	69.8%	% of 2nd year students who earned 10+ credits		53.3%
% of 3rd year students who earned 10+ credits	60.6%	4 Year Graduation Rate		56.5%
6 Year Graduation Rate	68.5%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> ✓ For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. ✓ For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	I
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> ✓ Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. 		
<p>3.2 –The school leader and staff support the quality implementation of rigorous and coherent curricula aligned to CCLS. Based on the needs identified during the debrief session of the IIT review, the school leader will deploy resources to align CCLS curriculum and lesson plans.</p> <ul style="list-style-type: none"> ✓ School leaders and cabinet will conduct observations and will norm on specific, measurable, actionable feedback aligned to Danielson and the school instructional focus. ✓ School leaders will use a developmental coaching model to accelerate teachers’ learning. ✓ School leaders and teachers will implement instructional rounds in school, as well as various Queens High Schools to monitor improvement in implementing CCLS instructional shifts <p>3.3-Teachers ensure that unit and lesson plans are appropriately aligned to CCLS coherent curriculum Based on the needs identified during the need-assessment visit of the HSRI Superintendent’s Office and the NYS IIT</p> <ul style="list-style-type: none"> ✓ Teachers and administrators will develop a shared belief around curriculum that emphasizes higher order thinking skills. ✓ Teacher Teams across content areas will meet weekly to share work products and to improve tasks by creating multiple entry points. ✓ Teachers will use school-wide common teaching practices which are guided by a coherent set of beliefs about how students learn best. ✓ Teachers will effectively model reading and writing strategies to support access to complex texts. ✓ Teachers will embed scaffolds in their lesson plans for ELLs, SWDs and the students performing in lowest third of 		

each grade.

3.4-Teacher collaboration within and across grades and subjects will enable students to have access to a robust curriculum.

The school leader will redesign the structure of common planning across grades and subjects to ensure that meaningful teacher discussions and collaborations lead to the use of more technology and strategic inquiry supported by the HSRI Action Plan. This plan includes the utilization of WITsi (Writing is Thinking-Strategic Inquiry), Metamorphosis training (for Mathematics), training to use protocols and targeted intervention strategies. School leaders and staff will share instructional shifts and work collaboratively with the Network and HSRI Coaches to support, scaffold and increase rigor in their tasks across curriculum.

- ✓ Participating teachers use a cyclical inquiry process to examine student work.
- ✓ Participating teachers use results of inquiry team work to modify unit plans and lessons.
- ✓ Participating teachers integrate results of inquiry team work into pedagogical practice in order to ensure access to content and skill mastery for all students.

3.5-School leader and teachers develop a data-driven culture.

There is a need to utilize data to track systems with benchmarks in order to assess student progress.

- ✓ SWD/ISS,ELL's, Seniors- subgroups must be followed by a data-tracking system with benchmarks to assess progress.
- ✓ School leader needs to develop a system to analyze and use data to make curricular decisions.
- ✓ School leader needs to develop multiples types of assessments based on data analysis in order to measure student achievement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 Flushing High School will develop academic lessons and tasks that address rigorous instruction based around Common Core Aligned Curriculum, which closes the readiness achievement gap by 2% in our subgroups (ELLs and SWDs), as measured by English Regents.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ✓ Strategies to increase parent involvement and engagement ✓ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • HSAI participating teachers will work toward the shared goal of improving student outcomes by developing academic tasks that emphasize 	Freshman	Sept 2014- June 2015	Teachers, HSAI coaches, APs and school leader

<p>cognitive engagement and higher order thinking.</p> <ul style="list-style-type: none"> Teachers will be trained in Writing as Thinking Strategic Inquiry (WITsi), a specific writing process which leverages improved writing, content knowledge and reading comprehension by providing basic strategies. All staff members will work towards the shared goal of improving student outcomes by developing a common core aligned rubric to evaluate student work. The new school leader will conduct joint walkthroughs with the Director of School Renewal, a network achievement coach, superintendent’s talent coach, and assistant principal to ensure alignment of evaluation to the Danielson Framework for Effective Teaching (DFET) to promote a climate of collaboration conducive to learning. All stakeholders will work towards a school data-driven community to drive decisions-creating a system of analyzing data and driving decisions based upon data results. 	<p>Selected Teachers and their students</p> <p>All Students</p> <p>All Students</p> <p>All students</p>	<p>October 2014-June 2014</p> <p>Nov 2014-June 2015</p> <p>Sept 2014-June 2015</p> <p>Jan-June 2015</p>	<p>Lead Teachers, 9th Grade Teachers, ELA Assistant Principal, Freshman Academy and Administration Assistant Principal</p> <p>APs, Principal, Lead Teachers</p> <p>Director of School Renewal, Network Achievement Coach, School Leader, APs, Teachers</p> <p>All stakeholders</p>
<ul style="list-style-type: none"> There is support for the use of common planning time to develop units around the common core that bridges the learning gap between SWDs and general education students Teachers will work towards a shared goal of using the Sheltered Instructional Observational Protocol (SIOP) model to enhance the quality of student work produced by ELLs on common core aligned assignments 	<p>SWDs, General Ed, Teachers</p> <p>ELL students</p>	<p>Nov 2014-June 2015</p> <p>Sept 2014-June 2015</p>	<p>Lead Teachers, ISS teachers, ISS AP</p> <p>Center for Applied Linguistics, teachers, APs</p>
<ul style="list-style-type: none"> Monthly workshops will be held to increase parental understanding of HSAI, WITsi, the new geometry and social studies CCLS, DFET, UDL, and SIOP in order to improve their capacity to support and supervise their children’s academic achievement efforts. 	<p>Parents/Guardians</p>	<p>September 2014-June 2015</p>	<p>Administrators, Teachers, Parent Coordinator</p>
<ul style="list-style-type: none"> Family members, parents, parent coordinator and Principal will meet in small groups “Breakfast with the Principal” to discuss important topics about school culture, improvement and strategies to increase parental involvement, good communication and promote a climate of trust and collaboration. Principal will hold small groups (focus groups) with parents and family members to discuss concerns recommendations and to build a culture of trust and 	<p>Parents/Family members</p> <p>Parents/Family members</p>	<p>Dec. 2014-June 2015</p> <p>Dec. 2014-June 2015</p>	<p>Parent Coordinator/Principal</p> <p>Parent Coordinator/Principal</p>

collaboration.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ✓ There is need to implement a targeted professional development plan which includes: curriculum writing and alignment, lexile level training, data resource and analysis of specific tasks
- ✓ There is a need for effective use of embedded leadership through lead teachers-There are five lead teachers who provide pedagogical support, materials, and training to teachers, as well as assistant principals of supervision for Business ELA, ELL’s, Language Other Than English, Mathematics, Science, Social Studies, and Special Education who are certified to teach the courses in these departments providing targeted support to individual teachers and supervision of the curriculum design process.
- ✓ There is need for teacher teams that will collaborate to develop unit and lesson plans based on student data in an attempt to meet the demands of CCLS.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Curriculum planning and alignment-\$30,906
 Per Diem-\$18464.76
 SIOP-\$70,960
 Lead Teacher stipends-\$150,000.00-(Tax levy only)
 Before and Afterschool Teacher Team or CTT Meetings-10.842.86

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

FHS administration and teachers will analyze January 2015 ELA regents, the 2014-2015 Term 1 Scholarship reports, and samples of students’ written work , including ELLS and SWDs to determine progress toward this goal.

The school will use a time frame for mid-point progress by February, 2015.

An assessment will be conducted and a summative evaluation will be performed by the end of June 2015. The school will create CCLS rubrics to align Capacity Framework elements, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- ✓ For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- ✓ For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- ✓ Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- **5.2** –School cultivates development of overarching systems.
The school leader needs to establish a system that allows each student to be known by a designated adult and positively reinforces academic success for all students.
 - ✓ The school leader needs to ensure that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success.
 - ✓ The school leader needs to ensure that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health.
- **5.3**-The school articulates and systematically promotes a vision for social and emotional development.
The school needs to incorporate research-based practices aligned to the school vision that facilitates the teaching of student’s social and emotional developmental health.
 - ✓ Improvement of referral system- the school needs to establish areferral system available to all students, parents and staff to provide counseling and behavior intervention plans.
 - ✓ Monthly Attendance Meetings-the information discussed at the monthly attendance meetings needs to circulate amongst staff in order to explore a better intervention system.
 - ✓ Tutoring Program-the program will focus on areas of high need.
- **5.4**-All school constituents are able to articulate how the school community is safe.
The school staff needs to receive professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. The staff needs to expand the conversations of the safety committee that meets once per month to review Online Occurrence Reporting System (OORS) data to address student academic and social emotional

developmental health needs.

- ✓ The school leader needs to work with all stakeholders to review conversations regarding safety, conducive to a learning environment.

- **5.5**-School leader and student support staff work together to develop teacher’s ability to use data to respond to socio-emotional health needs.

Reflection: The school needs to develop a plan to support communication amongst student support staff and use data and research-based work to address emotional needs.

- ✓ The school needs to develop a plan to implement a better system of supervision in the cafeteria, locker rooms, and areas evidenced by data as high needs locations.
- ✓ Based on data gathered by hall sweeps, a comprehensive plan has to address lateness to class issues.
- ✓ Based on data suspensions, a plan has to be developed to reduce student suspensions.
- ✓ The school leader and school leadership team must discuss data to engage all stakeholders in multiple venues to provide information and engage in the process of assessing current action plans based on socio-emotional data.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Flushing High School teachers, deans, guidance counselors, and other student support staff members will meet to plan pre-and post- suspension meetings with parents and guardians to address both social-emotional and academic concerns which will result in a 2% decrease of suspensions as compared to the previous year, as measured by the NYCDOE Online Occurrence Reporting System (OORS).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • All stakeholders will work towards a shared goal of improving systems such as a comprehensive safety and security reform which include addition of more safety agents, orientation of a new supervisor of school safety agents (Level 3), new hallway passes, plan for daily sweeps, increased communication amongst school safety, deans, guidance and administration and training of dean of students. 	<p>All Students</p>	<p>Jan – June 2015</p>	<p>AP Security, Principal, Administrators</p>
<ul style="list-style-type: none"> • School will utilize information gathered from the Need Assessment Review conducted by the High School Renewal Initiative - Superintendent’s Office, as well as the feedback provided by the ITT State Review. School will also utilize data from the last three progress reports and Quality Review Office as a benchmark to measure progress and draft an 	<p>All students</p>	<p>Jan –June 2015</p>	<p>APPPS, Principal, Counselors</p>

<p>action plan to provide student support.</p> <ul style="list-style-type: none"> • The use of the Overcoming Obstacles curriculum for students who repeatedly violate the school-wide code of conduct and continually make poor decisions will be part of a shared goal to improve student outcomes and address the socio-emotional health. • Establish at least two student interest based clubs/activities outside the school day to promote an environment of learning, trust, communication and exposure to diverse cultural interests. • Expand training for peer-mediation program to include a diverse number of students in creating create a culture of proactive and trust measures to build a culture of respect amongst students. • Guidance counselors will develop a tracking system for referrals to suicidal ideation in order to address socio-emotional issues and provide students with a culture of safety and hope. • Teachers will discuss shared beliefs and educational knowledge through professional development during common planning time (CPT) and/or faculty conferences to build trust and skills for teachers in classroom management and working with students with behavioral issues. • A system to measure behavior referrals from teachers to both guidance counselors and dean’s offices will help to build a culture of trust and respect. • The school needs to create a newsletter to highlight social-emotional issues for teachers. Support teacher conversations and tips for teachers to create a welcoming environment and build relationships with students. • Everyone will work towards Respect for All Initiatives including professional learning activities. The school needs to increase initiatives to increase awareness of the diverse population of FHS and celebrate differences, Including, but not limited to: Black History Month, Breast Cancer, Awareness, Peer mediation Program and Campaign to promote healthy resolution of conflicts, GSA bi-weekly meetings to increase awareness of LGBTQ issues in FHS, UNITY campaign via Health courses displaying posters and fostering an inclusive environment. 	<p>All students</p> <p>All students</p> <p>At-Risk Students</p> <p>Students</p> <p>All Students, Teachers</p> <p>All students, Teachers and staff</p> <p>All students, Teachers and staff</p> <p>All stakeholders</p> <p>All stakeholders</p>	<p>Jan-June 2015</p> <p>Jan – June 2015</p> <p>Jan – June 2015</p> <p>Jan-June 2015</p> <p>Feb-June 2015</p> <p>Jan – June 2015</p> <p>Jan-June 2015</p> <p>Jan-June 2015</p> <p>Jan-June 2015</p>	<p>All Teachers, counselors, APs</p> <p>Teachers, APs</p> <p>Teachers, APs, Guidance Counselors</p> <p>Guidance Counselors, APs</p> <p>Guidance Counselors, APs</p> <p>Teachers, Aps, Peer Mediator Coordinator</p> <p>All Staff</p> <p>Principal, APO</p> <p>APPP/Principal</p>
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<ul style="list-style-type: none"> Asian Americans for Equality (internal CBO) will provide a climate of trust to empower leadership training for English Language Learners students and ongoing support regards to financial literacy and health. Begin monthly Pupil Personnel Team (PPT) meetings to address At-Risk students (as defined by struggling academics and/or teacher/counselor referral). Develop referral systems for AIS and behavioral interventions to create a culture of problem solving, trust and respect. Develop a Socio Emotional Learning committee to investigate a school wide plan to address SEL issues. Pilot of lesson implementation in Spring Term. Train new teacher leaders on Positive Behavioral Intervention Systems (PBIS), to facilitate the pilot and plan for the school wide adoption 	ELLs	Sept – June 2015	Internal CBO-AAFE
	All Students	Feb-June 2015	Teachers, Guidance Counselors, Administrators
	All Students	Feb-June 2015	Teachers, Guidance Counselors, APs
	All Students	Feb-June 2015	Teachers, Guidance Counselors, APs
	All Students	Feb-June 2015	Teachers, Guidance Counselors, Aps
	Teachers	October 2014-June 2015	Teachers, Administrators
<ul style="list-style-type: none"> Establishing evening guidance counselor conferences once per month to increase home/school communication and outreach will help to build trust and improve current systems Flushing High school will show 5% increase in parental outreach, contributing to a system to build trust and effective communication. 	Students Suspended Multiple Times	Sept- June 2015	AP Security, Principal, Counselors, Teachers, Deans
	All students	Jan-June 2015	All Teachers, counselors, APs
<ul style="list-style-type: none"> Members of student support group will develop strategies to maximize efforts, resources, budget, and systems to support an environment of trust and social-emotional development 	All stakeholders	December 2014-June 2015	Student Support Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per session to support afterschool and evening guidance, teacher, and dean outreach to parents-\$40,117.80
- Stipends for clubs advisors and after school activities-\$10,000 (Tax Levy only)
- Supplies for PBIS pilot and expansion-\$1500.00

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
 - By February 2015 school will show the initiation of the process. By March 2015 an assessment will be conducted and it will be evidence of at least two meetings held with students by guidance counselors or student support groups.

Part 6b. Complete in **February 2015.**

- | | | | | | |
|--|--|-----|--|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- ✓ For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- ✓ For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- ✓ Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- **4.2-Teacher use of instructional practices and strategies to promote high levels of student engagement.**
Reflection: School and teacher leaders need to build trust and to ensure the use of a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.
 - ✓ Teacher leaders and coaches need to ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students.
 - ✓ Teacher leaders and coaches need to ensure that teachers use instructional practices and strategies that are aligned to the HSRI initiative and the school instructional focus. Plans will be designed to show coherent instruction and evidence of multiple entry points for: students with disabilities, English language learners and other sub-groups). Academic Interventions will be provided to all students. School and teacher leaders need to ensure the use of a plan that is driven by data. Reports such as: Progress Reports, Scholarship Reports, and Attendance will be used to assess student’s performance. Also, Assistant Principals will engage in Mid-Year Conversations regarding observations, feedback for next steps and scholarship reports for teachers.
 - ✓ Teacher leaders and coaches need to ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.

4.3-Teachers provide aligned CCLS based in instruction.

Reflection: School leaders must ensure that teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas.

- ✓ Teachers need to embed a higher-order thinking questions, nor consistently use instructional materials that contain high levels of text and content complexity.

4.4-Teachers create a safe environment responsive to student’s varied experiences.

Reflection: School leaders need to develop strategies to incorporate tenets of the Consolidated Youth Development plan in their classroom to be consistently enforced and recognized by students.

- ✓ School needs to discuss strategies during the common planning time that address the needs of their students and share best practices and well as recent information on the student.

4.5-Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning.

Teachers need to use summative and formative assessments to inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decisions which is inconsistent. Teachers need to use plans for adjusting student groupings and instructional strategies and need to use data-based feedback to students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all the teachers in the 9th grade (Freshman Academy) will have evidence of a cycle of inquiry work showing the use of HSRI-WITsi strategies. A baseline assessment will be utilized as a benchmark to measure writing strategies for ninth graders. At the end of the ninth grade, students used in the inquiry cycle will show an improvement of 2 and 3 ratings in the writing-based rubric.

Flushing High School will follow the action plan stated by the High School Renewal Initiative lead by Superintendent Aimee Horowitz:

- ✓ Teachers and administrators will develop a shared belief around curriculum that emphasizes higher order thinking skills and prepares students to be college and career ready.
- ✓ Targeted teacher teams across content areas will meet to share work products and strategic inquiry.
- ✓ HSAI Coaches will be working with Assistant Principals, teacher leaders, and targeted teachers to support the implementation of the changes and behaviors identified, providing structured in select teachers in house and out of school PD and research based resources that support the work.
- ✓ Parent meeting will shift to communicate common core and implications for student achievement and college and career readiness.
- ✓ Teachers will embed scaffolds for ELL’s and SWD’s into lesson plans.
- ✓ Teachers will effectively model reading and writing strategies to support all students in accessing complex texts

and producing meaningful work products.

- ✓ Teachers will attend WITsi training to learn techniques to incorporate into lesson and unit plans, and use reading strategies to produce meaningful work product.

Network and HSRI-The instructional coaches provided by the High School Achievement Initiative will help teachers to:

- ✓ Improve alignment around higher order cognitive skills that will be shared across content and grade
- ✓ Develop a shared belief around common teaching strategies that use multiple entry points to enable students to engage in discussion and produce work that reflects high levels of student thinking and participation.
- ✓ Develop by using Danielson with effective feedback and next steps through the use of frequent observation cycles.
- ✓ Analyze student work to modify/shift lesson plans and pedagogy in order to positively impact the academic achievement of all students
- ✓ Establish long-term and short-term goals to improve the coherence of the curriculum.
- ✓ The new school leader will conduct joint walkthroughs with a network achievement coach, superintendent’s talent coach, and assistant principal to ensure alignment of evaluation to the Danielson Framework for Effective Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • A baseline assessment will used as a benchmark in the initial process of strategic inquiry. • Teachers will attend professional development in the building and during common planning time to have effective methods to implement inquiry. • An English Teacher (Lead Teacher) will be coaching the weekly inquiry process and gathering evidence of the students in the process. • The main strategy that will be utilized is the format proposed by WITsi (utilizing sentences types, fragments, appositives and kernels), which is used in the Writing, is Thinking-Strategic Inquiry to build and push content through writing. • Participating teachers will plan and scaffold lessons with specific tasks. • Participating teachers will track the group of the 	<p>9th graders</p> <p>Participating teachers</p> <p>Participating teachers</p> <p>Participating teachers</p>	<p>Spring 2015</p> <p>Jan-June 2015</p> <p>Jan-June 2015</p> <p>Jan-June 2015</p>	<p>Coaches, teachers, Assistant Principals, Principal</p> <p>Coaches, teachers, Assistant Principals, Principal</p> <p>Coaches, teachers, Assistant Principals, Principal</p>

<p>students focusing in specific learning tasks while modeling some of the practices.</p> <ul style="list-style-type: none"> Shifting a belief system through professional development and student outcomes based in inquiry work 	Participating teachers	Jan-June 2015	
<p>WITsi teachers will identify targeted students including SWDs, ELLs, and level 1 struggling readers to create a core skill that will be subject based to improve the process of writing. Teachers will model strategic writing skills tapping into foundational CCLS. The support for targeted groups will be followed by structured strategies that include sentence activities, note-taking, and inquiry work.</p>	Students	Jan. 2015- June 2015	9 th Grade Teachers, Assistant principals of ELA, ESL, Special Education, and Freshman Academy/Administration
<p>Parents will learn and be able to identify the note taking and basic WITsi strategies that are being taught so they can better support and supervise their children's academic achievement efforts.</p>	Parents of 9 th Grade students	Jan. 2015- June 2015	9 th Grade Teachers, Assistant principals of ELA, ESL, Special Education, and Freshman Academy/Administration
<p>By exposing parents and family members to CCLS it will be easier to assist their children, and share a common belief among student, families, administrators, and teachers which will create positive relationships conducive to a culture of learning.</p>	All stakeholders	Jan. 2015- June 2015	School Leaders and SLT

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development with a timeline for implementation, assessment and schedule adjustment for the participating teachers in the WITsi Program, Common Planning Time, Per Diem and Coverages Allocation.

Curriculum planning and alignment-\$30,906*

Per Diem-\$18464.76*

*- This is not an additional allocation. These expenditures cover the activities in strategies covered Section 5A.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic	X	Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By the month of February 2015, school instructional leaders will examine inquiry meeting notes and student work products to evaluate the quality of the teacher team inquiry work. Students work products will be analyzed to evaluate the progress of students on the isolated instructional strategy.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (**H**ighly Effective, **E**ffective, **D**eveloping, or **I**neffective) for DTSDE Tenet 2:

- ✓ For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- ✓ For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

- ✓ Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- **2.2-Leaders ensure an articulated vision aligned to SCEP**

- ✓ The School Leadership Team was provided with the opportunity to contribute in the elaboration of the 2014-2015 SCEP goals focusing in:
 - 2% increase in graduation rate
 - Professional Development and coaching support-SIOP/HSRI
 - Implementation and alignment of school curriculum/lesson plans to the CCLS
 - College readiness among all students
 - Increase in Family /Parental involvement
 - The use of Targeted Priority Focus Money to fund academic intervention services such as:
 - Saturday Academy
 - Early and After School Tutoring
 - APEX
 - Boot Camps
 - Data-driven discussions and planning;

- ✓ School wide curriculum-Lack of a school wide curriculum aligned to common core standards, as evidenced by the 2014 Quality Review Report and the Principal Performance Review.

- **2.3-Leaders use evidence-based systems to examine and improve school wide practices.**

The school leader needs to make a strategic decision in reorganizing roles such as:

- ✓ Programming -In order to provide students and teachers with accurate programming schedules
- ✓ Budgeting-Align budget to create multiple opportunities for extended time and professional learning for teachers.

2.4 –Leaders make strategic decisions to organize resources

- ✓ School leader needs to assess sources and reorganize roles in order to create strategic positions in the building.
- ✓ School leader needs to study budget and reallocate funds for tutoring and academic intervention services.
- ✓ School leaders and members of the instructional cabinet need to create a goal-oriented learning community that is focused on teacher practice and student outcomes with deliberate strategies supported by the school community.
- ✓ School leader needs to established systems for school self-evaluation and modification of practice with a clear focus on improving student learning resulting in greater curricular coherence.
- ✓ There is need for the principal to increase the alignment of curricula across grades and subject areas to key Common Core Learning Standards and refine units in order to increase coherence and advance students’ postsecondary readiness.

2.5-Schoolleader has a system in place to conduct targeted observations.

- ✓ The school leader has started a process or conducting observations and norming with assistant principals in order to provide effective feedback to teachers.
- ✓ A Talent Coach will be assigned to APs in order to provide effective feedback in the observation process.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015,teachers will implement CCLS aligned lessons that include WITsi and/or SIOP strategies while incorporating the appropriate instructional shifts that will result in 10 % of teachers performing at a higher HEDI rating on the Measures of Teacher Performance report from NYCDOE ADVANCE, teacher performance management system. **as measured by the last progress report of the year.**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Instructional Action/Strategies/Activities <ul style="list-style-type: none"> • HSAI Coaching: The implementation and developing of a support-system team to promote targeted instructional practices. “Writing is Thinking Through Strategic Inquiry (WITsi) will be used to integrate a process for evidence-based continuous improvement with effective strategies for 	9 th grade students	October 2014-June 2015	HASI team, Target team of HASI teachers, HASI subject coach, AP’s, Principal

<p>teaching expository writing” to build a culture of trust conducive to learning.</p> <ul style="list-style-type: none"> • Everyone will work with school on-site community based organizations-The Sports and Arts in Schools Foundation to provide academic support and enrichment programming to “at risk” high school students in successful transition through high school and into college and post-secondary successes. SASF offers intervention opportunities such as: regents’ exam preparation, tutoring services, advisement sessions for College and Career Readiness, socio-emotional support, extracurricular activities and family support. Impact: SASF has successfully promoted over 85% of its program students working with primarily the bottom quadrant of students academically. • Teachers use strategic inquiry work and develop common core aligned lessons during common planning time that address the learning gaps, the needs of targeted students, and teacher feedback. • All stakeholders will prepare students for success with alternative programs such as: Apex(blended learning) and Boot Camp and other learning opportunities that occur during after school hours and Saturdays to give students a chance to earn credits outside the normal school day. • All stakeholders work toward the shared goal of “Going Green Data system” to follow seniors’ progress. By using different shades of color students will be able to self-assess their progress, as well as their guidance counselors and parents to guarantee student success. • One-on-One Student Conferencing – Counselors and teachers will meet to discuss the progress towards graduation and to build a culture of trust and success. Assistant principal will meet with individual teachers to discuss the progress of seniors based on the individual scholarship report during common planning time. • All stakeholders work toward a culture of academic success by promoting the use of resources such as: Zero Period and After school Tutoring- (45 and 60 Regents preparation sessions in ELA, Global Studies, US History, Living Environment, Earth Science, Integrated Algebra and Trigonometry). 	<p>All students across the grade level that signed up with Sports and Arts</p>	<p>Sept 2014-June 2015</p>	<p>All administrators</p>
	<p>All students</p>	<p>October 2014-June 2015</p>	<p>Point Person(s); Assistant Principals</p>
	<p>All students</p>	<p>Jan 2015-Aug 2015</p>	<p>Teachers, Guidance Counselors, Administrators</p>
	<p>All students</p>	<p>Sept 2014-June 2015</p>	<p>AP guidance, Counselors, Teachers</p>
	<p>Targeted students</p>	<p>Sept 2014-June 2015</p>	<p>Guidance department, Deans, teachers</p>
	<p>Targeted students</p>	<p>Jan-June 2015</p>	<p>APs, Teachers, Counselors</p>

<ul style="list-style-type: none"> The Center for Applied Linguistics' program of Sheltered Instruction Observation Protocol (SIOP) will provide job embedded opportunities for teachers, using engaging strategies that provide language support and teaching adjustments to prepare students for success. All stakeholders will work towards a shared goal to improve student outcome and support academic intervention practices through programs such as: Saturday Academy/Title III ELL Saturday Academy for Regents/RCT preparation. All stakeholders must work in a culture of shared beliefs to improve student outcomes, preparing students for success in school and college and career readiness. The use of Professional Development time will help to create meaningful training, discussions and feedback on: <ul style="list-style-type: none"> ✓ Strategic inquiry work, common core lesson planning ✓ SIOP ✓ Professional Development Mondays 	<p>ELL students</p> <p>ELL, all regent's Students</p> <p>All teachers</p>	<p>January – June 2015</p> <p>Dec 2014- April 2015</p> <p>Sept 2014 – June 2015</p>	<p>ELL teachers, ELL AP, Principal Administrators, & Teachers</p> <p>APO Administrators Teachers</p> <p>Principal</p>
<p>Asian Americans for Equality (AAFE) -will provide college preparation, leadership development for immigrant students and parents, as well as, English language development and monthly workshops (geared towards promoting school engagement) for parents enrolled in our Family Development Program. College preparation includes peer-to-peer college advising, financial aid application assistance, and direct application support.</p>	All Parents	October 2014-June 2015	CBO, Assistant Principal of PPS
<p>The school leader will manage a system to communicate the improved instructional practices, the targeted academic intervention services for sub-groups, individual student progress toward graduation, and strategies that support social-emotional development among all stakeholders in the school community.</p>	All stakeholders	January 2015-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

*Curriculum planning and alignment-\$30,906
*Per Diem-\$18464.76
*SIOP-\$70,960-
*Lead Teacher stipends-\$150,000.00-(Tax levy only)
SASF-\$15000.00
APEX-\$57176.10
Boot Camp-\$8756.70
ELT tutoring and Regents Prep-\$181,050.48
Bilingual and ESL ELT Programs-\$16,071.12

*- This is not an additional allocation. These expenditures cover the activities in strategies covered Section 5A and 5C.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Priority Focus Allocation, VATEA Funding Source

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the school leaders and teachers will analyze HEDI rating on the Measures of Teacher Performance report from NYCDOE ADVANCE, teacher performance management system to evaluate progress toward this goal.

Part 6b. Complete in February 2015.

✓	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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✓ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- ✓ For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- ✓ For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

- ✓ Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- ✓ Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

6.2-The school atmosphere is welcoming and fosters a feeling of belonging and trust.

The school leader has conducted informal walkthroughs for parents, held conversations with parents and teachers (coffee and tea are served) and met with parents to assess the general atmosphere of the school.

- ✓ There is a need to create systems to assist students and families to navigate through the school system.
- ✓ There is a need to integrate communication, feedback and school structures to increase student success.

6.3The school engages in effective planning and reciprocal communication with family and community stakeholders

The school needs to design a system to inform families and the community in a timely manner of workshops, celebrations, honor roll recognition, open school meetings, and targeted family discussions.

- ✓ The administration must create an effective calendar of activities and a system that collects feedback from the attendees to improve future activities.

6.4The entire school community partners with families and community agencies to promote and provide professional development

The school community needs to develop a system to educate and reinforce practices through professional development. Families’, community based organizations’ and agencies’ resources must be used to design strategic workshops and training to support student success.

6.5-The entire school shares data in a way that empowers and encourages families to use and understand data

The school community needs to engage in a data-driven conversation to plan and to encourage families in alternative

ways to promote student success.

- To create focus groups to assess parental involvement. To create cohesive systems to support student socio-emotional health and to assess the work of the student support group to maximize the use of resources.
- The Principal will hold “Breakfast with the Principal”, an informal activity open to parents and family members where they are invited to discuss professional development needs for parents, socio-emotional development assistance and data sharing to increase parent knowledge about school’s performance.
- Assistant Principals will share data from ARIS, HSST about student and teacher’s performance in order to promote positive discussions about improvement and student learning and success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, FHS will increase by 5% the number of families attending and participating in meetings, activities and workshops when compared to 2013-2014 parental attendance, as measured by event rosters and sign in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ✓ Strategies to increase parent involvement and engagement ✓ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Monthly workshops will be held to promote parent engagement facilitated by parent coordinator with appropriate translation supports to engage diverse population, acceptance and tolerance to diversity. • Workshops will be held where parents will learn how FHS prepares their children for post-secondary success in the 21st Century global economy, the differences between vocational and technical education, and their role in Flushing’s CTE programs. 	Parents and/or Guardians Parents and/or Guardians	Sept 2014 – June 2015 Sept 2014- Jun 2015	Parent coordinator, APs, Teachers and Principals Parent coordinator, APs, Teachers and Principals
<ul style="list-style-type: none"> • In addition to mandated NYCDOE meetings for SWD and ELL families, the school will provide information sessions to discuss researched based trends and patterns that have been found to be common among SWDs, ELLs, or SIFE students. 	Parents of SWDs, ELLs, SIFE students	January 2015-June 2015	Assistant Principals of ELLs, SWD, and PPS

These meetings will address the specific needs and common accommodations specific to ELLs, and SWDs as well as promote participation in extra-curricular activities in an effort to increase school engagement among these subgroups.			
<ul style="list-style-type: none"> Monthly PTA meetings expanding to satellite locations and times to better accommodate parents'/guardians' schedule and travel time will be implemented to provide parents with a climate of respect and build a culture of positive community. Focus groups will be created to assess parental involvement. To create cohesive systems to support student socio-emotional health and to assess the work of the student support group to maximize the use of resources. 	Parents and/or Guardians Parents and/or Guardians	Sept 2014- Jun 2015 January 2015-June 2015	Parent Coordinator and Principal Parent Coordinator and Principal
<ul style="list-style-type: none"> Establishing conversations with parents and the Principal throughout friendly breakfasts and the availability of the fitness room for parents will enhance a culture of mutual respect and trust to ensure student academic success. The school community will provide teachers with workshops and data to promote a culture of trust and shared beliefs leading toward increased student achievement and family engagement 	All stakeholders Teachers	December 2014 June 2015	Parent coordinator, Student Support Group, parents, staff Parent Coordinator and Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional materials to educate parents regarding the impact of CCLS and their children education-4624.20
Communication-\$6002.98
Per session for Guidance Counselors/Teachers-2395.80

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- ✓ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- ✓ Specify a timeframe for mid-point progress monitoring activities.

By February 2015, school will monitor family engagement and community ties. New activities will be implemented to promote family, school, and community communication. Attendance numbers of previous year (2013-14) will be used to compare adequate progress made towards this goal.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Junior students targeted to take regents in January and June, students behind on credit accumulation	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturdays, Before and After School From October 2014 to June 2015
Mathematics	Freshman on the bottom third, students behind on credit accumulation	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturdays, Before and After School from October 2014-June 2015
Science	Freshman on the bottom third, students off track	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturdays, Before and after school from October to June 2015
Social Studies	Seniors and Juniors off track	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturdays, Before and After school from October to June 2015
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselors	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturdays, Before and after school from October to June 2015

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-2015 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, the school will target all students eligible for ELT programs, including those students who have not met the 65 passing grade on ELA, Math, SS, and/or Science Regents exam (The Saturday Academy, Before and After School Program, APEX and Title III Services). This program will result in 80% of the ELT students passing classes they failed in earlier marking periods, and 50% passing a regents exam failed.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Flushing HS will focus on all students lagging behind in credit(s) in order to increase their credit accumulation, and also all students who have failed a Regents exam, in order to improve on their readiness to successfully pass the exam.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The current Extended Learning Time on Saturdays, students have the opportunity to receive Regents Assessment preparation in English, Algebra, Geometry, U.S. History, Global, Living Environment and Earth Science. Classes are also available in Spanish and Chinese. Regents Prep takes place period 0 and period 1 to allow student to enter the building early and catch up on assignments, which provides an individualized hands on approach. Instruction is provided by licensed teachers and academically successful peer tutors. During Winter, Mid-Winter, and Spring recess, students can enroll in Physical Education Boot Camps and socialize with their peers helping to promote social and emotional growth. Extended Day Learning courses are offered in APEX during periods 0 & 1 and after school period 10. Students who previously failed a course can retake the APEX course in extended day in order to earn credits towards graduation. The Saturday Academy is open to all students for an opportunity to catch up or be tutored in a specific subject. Students who are scheduled to take a Regents examination in January 2015 or who have previously failed a Regents exam are scheduled and mandated to attend.

ELL students and their parents receive bilingual Regents prep tutoring classes as well as ESL instruction. ESL classes for parents occur after school.

After school scheduled clubs such as Peer Mediation, Drama, Robotics, and HOSA Future Health Professionals club provide a safe environment for students to improve skills and take part in hands on learning activities. Participation in these clubs promotes team building and social emotional growth.

The Sports and Arts in Schools Foundation provides academic support and enrichment programming to “at risk” high

school students in successful transition through high school and into college and post-secondary successes. SASF offers intervention opportunities such as: individualized Regents' exam preparation, tutoring services, advisement sessions for College and Career Readiness, individualized socio-emotional support, Cheerleading, Tennis, Track and Field, Soccer clubs, and individualized family support

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The school hosts a registration day to discuss the school's ELT program. Guidance counselors, teachers and administrators recommend students by referring them to the Assistant principal who supervises the ELT. Daily announcements are made to the entire student body through the school's public address system as well as posted flyers. Guidance counselors, teachers and administrators have individual discussions with students who are recommended to participate in ELT programs but choose not to. Using the school messenger, reminders are sent to the phones of every Flushing High School student. Students who are receiving AIS services but are not participating in ELT programs receive phone calls home. Snacks are provided for ELT program participants. School also has specific days (for example February 28) as registration days for Academic Intervention Services for the Spring Semester.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

School leader and assistant principals, working in collaboration with guidance counselors and parents are continuously recruiting and referring students to ELT programs. A system of registration and attendance is in place to confirm accuracy of the program.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Priority focus monies are needed to allocate funding to supplement ELT programs.

Part 3c. Timeline for implementation and completion, including start and end dates.

The implementation will start in October 2014 using Tax Levy. Priority Focus budget will allow the program to continue until June 2015.

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	x	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)	x	Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Priority Focus Allocation
Title III funding

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the school leader and assistant principal will analyze attendance rosters of ELT programs (The Saturday Academy, Before and After School Program, APEX and Title III Services) and compare these rosters to last year's attendance to determine progress toward goal.

By February 2015, the school leader and assistant principal will analyze the customized graduation tracker report created using NYCDOE STARS and ATS RESI reports to measure credit accumulation, progress toward graduation requirements and Regents assessment scores for students who participate in ELT programs to evaluate progress toward this goal.

Part 5b. Complete in February 2015.

✓ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

During the Spring of 2015 each month of ELT will serve as a mid-point benchmark to reflect in its practices.

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All school wide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: 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
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Part 2: All Title I Schools

2a. 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.

Title I funds are utilized to implement regents preparation in the Saturday Academy Program. The school runs an academy that serves the school population in a small Saturday setting where students take classes and meet with an on-site guidance counselor to discuss their progress and tracking their credits towards graduation.

2b. 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).

Professional Development has been modified and a PD Partner the Shelter Observation Protocol by Central for Applied Linguistics has designed job embedded training for all teachers in the building. In addition, FHS has a PD Committee that surveyed teachers based on their needs and choices for professional development. School is in the second year of an adapted bell schedule, allowing teachers, paraprofessionals and guidance counselors to have an additional support system that includes twice a month job-embedded professional development, training and workshops in the school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

There is a MOSL committee, which makes recommendations regarding assessment policies. This committee meets with the principal and unpacks information on teachers’ observation options, and plans for baseline assessments and teacher’s individual assessments alignment for MOSL rating. The decisions affect uniform baseline exams across the school, and have an impact on departments grading policies. There is also a grading policy committee whose constituents are teachers and administrators, making decisions collaboratively regarding end of term assessments and report card grades. The work of the latter committee also affects transcript upgrades, graduation and Regents exam appeals, and course sequencing. School generated a survey to assess the needs and the choices of teachers regarding professional development. A PD Committee has been created to implement, observe and assess Professional Development in the building in order to improve instruction. In addition, FHS has a PD Partner (Shelter Observation Protocol) SIOF who is providing job-embedded strategies to teachers and assistant principals to improve instruction

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All school wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a school wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated school wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school wide Program, the amount each program contributes to the consolidated school wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	992011	X	14,18,23,28,31
Title I School Improvement 1003(a)	Federal	16961	X	23
Title I Priority and Focus School Improvement Funds	Federal	433654	X	18,23,28,31
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	79936	X	14,18,31
Tax Levy (FSF)	Local	10911994	X	14,18,23,28,31

¹Explanation/Background:

Title I school wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, school wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a school wide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a school wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated school wide pool to support any activity of the school wide program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a school wide program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a school wide program school has the use of all consolidated funds available to it for the dedicated function of operating a school wide program without regard to the identity of those funds.

Consolidating Federal funds in a school wide program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a school wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its school wide program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – school wide programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school would plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Department of Education • City of New York

FLUSHINGHIGH SCHOOL

Mr. Enric Kendall, Principal

PARENT INVOLVEMENT POLICY **2014-2015**

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

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

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

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

- Actively involving parents in the planning, review and evaluation of the effectiveness of the school's

Title I program as outlined in Comprehensive Educational Plan.

- Engaging parents in a discussion regarding the required Title I set-aside funds and in the decision making process of how these funds will support parent involvement.
- Providing technical support as well as professional development so that parents play a more meaningful and vital leadership on school level committees.
- Maintaining and the funding the Parent Coordinator.
- Conducting parent workshops as identified by the Parents' Association and the administration.
- Providing workshops on understanding the various levels of accountability such as but not limited to Annual School Report Card, Progress Report, Quality Review Report and Learning Environment Survey Report.
- Conducting the required Annual Title 1 Parent Meeting on or before December 1st of each school year.
- Scheduling additional parent meetings as warranted such as a Curriculum Conference
- Translating all critical school documents and providing interpretation during meetings and events.
- Utilizing a portion of the Title 1 allocated Parent Involvement funds for refreshments/dinner at parent meetings
- Maintaining a Parent Resource Center-Room 128
- Providing written and verbal progress reports that are periodically given to keep parents informed of their child's progress.
- Maintaining the school website: www.flushinghighschool.org

As agreed and approved by: *Enric Kendall, Principal*

School-Parent Compact (SPC)

DEPARTMENT OF EDUCATION • CITY OF NEW YORK

Flushing High School

Mr. Enric Kendall– Principal

Flushing High School Parent/Student Compact 2014-2015

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

Flushing High School

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

- Using academic learning time efficiently.
- Respecting cultural, racial and ethnic differences.
- Providing instruction by high quality teachers.

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

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

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

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

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

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

Parent/Guardian

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

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

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

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

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

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

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

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

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

Student

I will attend school regularly and arrive on time.

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

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

I will show respect for myself, other people and property

I will try to resolve disagreements and conflicts peacefully

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

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

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

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 12	Borough Queens	School Number 460
School Name Flushing High School		

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

Principal Dr. James Brown	Assistant Principal Diana Scalera
Coach Debra Lavache	Coach type here
ESL Teacher Jianguang Liu	Guidance Counselor
Teacher/Subject Area Betty Solis	Parent type here
Teacher/Subject Area	Parent Coordinator Mary Vacarr
Related Service Provider Samuel McElroy	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	6	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2515	Total number of ELLs	5	ELLs as share of total student population (%)	0.20%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										7	15	7	6	35
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										6	11	2	2	21
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	26	9	8	56

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	236	19	4	50	11	2	10		0	296
Dual Language										0
ESL	45	6	4	39	11	19	124	7	74	208

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	281	25	8	89	22	21	134	7	74	504
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										78	37	14	18	147
Chinese										4	3	1	2	10
Russian														0
Bengali										3		1	1	5
Urdu										2			2	4
Arabic										2	4	1	2	9
Haitian										3	2	1	1	7
French											1			1
Korean										1	1	4	2	8
Punjabi										1	1		1	3
Polish														0
Albanian														0
Other										3	12	4	6	25
TOTAL	0	97	61	26	35	219								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	201		92	
Integrated Algebra	167	167	22	22
Geometry	31	31	14	14
Algebra 2/Trigonometry	6	6	5	5
Math _____				
Biology				
Chemistry	6	6	6	6
Earth Science	44	44	32	32
Living Environment	236	236	145	145
Physics				
Global History and Geography	213	213	87	87
US History and Foreign Language	141	141	76	76
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use Achieve 3000 as one of methods of assessing students' reading skills. This online software package tests students' Lexile levels as a pre-test at the beginning and end of the year. It is adaptive reading improvement software that also helps students improve students' Lexile levels over time. Each ELL has a user name and password and each ESL class has two days a week to use the program.

In September, 263 students were given the pre-assessment. and in October, 96 more students were tested. We have a goal of getting all our students tested by November 21. Of the 359 students tested, four are meeting grade level CCLS. 198 students fall far below CCLS standards, 144 are forecasted to approach CCLS standards by the end of the year if they complete, with fidelity, two activities a week. 15 are forecasted to meet standards by the end of the year if they complete, with fidelity, two activities a week. Our students are programmed to work on Achieve for 2 periods a week with teacher support and are encouraged to work on Achieve outside school as much as possible. We use our Title III supplemental funds to provide students with after school and Saturday supervised time to ensure that students have every opportunity to complete the targeted number of activities.

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

Given the challenges of full scale implementation last year, our Special Education population was the group that benefited most. ISS students tested out of ESL at a level 10% higher than our general education population. Also, we had an increased level of students becoming proficient. In school year 2011-2012, 66 students tested proficient. In school year 2012-2013, 94 students tested proficient.

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

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

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

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

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

The RNMR and the AMOA tool were unavailable to schools this year. We looked at modalities from the point of view of what percentage from the maximum score in each modality did students achieve in 2013? Diana Scalera, AP ESL, used raw scores on the RLAT report to calculate the average raw score by modality and by grade level. She translated that into a percentage of the maximum score that the average raw score. Overall, our students were strongest in speaking and writing but there were differences by grade and proficiency levels. On the beginner level students were most proficient in listening followed by reading, writing and speaking. In the intermediate level, students were most proficient in speaking and writing. Their listening and reading skills were weakest. At the advance level, freshmen skills in each modality were about equal; however, students were scoring only about 30% of the maximum score. Sophomores scored between 35% to 45% of the maximum score of each modality. Juniors and Seniors scored between 50% to 61% of the maximum score for each modality. The following teachers were given a form to use to share the results

of the different modalities reported on the NYSES LAAT scores with each student individually: Demetras Fasolakis, licensed ESL teacher, Susan Kendzierski, licensed ESL teacher, Fan Kong, licensed ESL teacher, Debra Lavache, licensed ESL teacher, Jianguang Liu, licensed ESL teacher, Petrolina Martin, Licensed ELA teacher, Glenn Paolantonio, licensed ESL teacher, Maria Silva, licensed ESL teacher and Craig Skolnick, licensed ESL teacher. Teachers were trained to use this form in common planning time and they shared that information with each individual student. They also used that data to have discussions with students regarding their personal goals for improvement. The school-wide instructional focus this year is Reading to Learn. This holds true for the ESL department also. We are working in common planning time to improve our delivery of Achieve 3000 to better support the reading and writing skills of students. We are creating a Achieve 3000 contract that explicitly explains how students should interact with the program. The data from the program will be considered in students' grades. We are also developing how we use this online tool to build writing fluency. We have also adopted the program Milestones that provides chapter and unit exams that measure student progress by modality. Through the use of this program, students are aware of the four modalities and that they are expected to improve throughout the year in each modality.

4. For each program, answer the following:

- 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?

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

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

Overall, we have 34% of our students who are at the advanced level; however, 19% of our Spanish bilingual students are at the advanced level; 14 percent of our Chinese bilingual students are at the advanced level and 60% of our ESL only are at the Advanced level. Once again, the parents of our incoming Spanish-speaking ninth graders who have never been in a bilingual program opt out early from the bilingual program. Also, as Spanish speakers become more proficient, their parents tend to change their choice of programs. They feel strongly that their children would do better in all English classes. Our freshmen class comprises 41 percent of our advanced ELLs.

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

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

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

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

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

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

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

Students were given the Chinese and Spanish reading tests. Our Spanish students have literacy levels spread over the quartiles. 10 percent are in the first quartile, 20 percent are in the second quartile, 55 percent are in the third quartile and less than 2 percent are in the fourth quartile. The reading scores help us identify our SIFE students. It is more frequent to find Spanish speaking students with interrupted education. The lower quartile students can also be heritage learners who are also long term ELLs. We use the ELE to program our students in ESL and Spanish. If they are in the lowest quartile and are newly arrived, they will go into the SIFE class. If they are a long-term ELLs, we program them in ESL according to their proficiency level and place them in the Spanish Heritage class. The spread of students across the quartiles may explain the preference of the Spanish bilingual students. Many times, when Spanish bilingual students get to the advanced level in ESL, their parents ask to take them out of the bilingual program. The parents want their children to take classes in English. Given the lower reading levels in Spanish, these students have no advantage taking the classes or exams in Spanish because they do not have the academic language in Spanish to understand the exams. In the third and fourth year of high school, our Spanish speaking ELLs take the AP Spanish Language and the AP Spanish Literature exams unless their reading scores on the reading exam are very low. Our Chinese students take the AP Chinese Language and Culture exam.

Two percent of our Chinese students score in the first quartile and two percent score at the second quartile. These are usually students who are heritage learners of Chinese. They were born in the US and have not studied the in Chinese language or learned how to write in Chinese. Thirty two percent of the Chinese students test at the 3rd quartile. Fifty nine percent of the Chinese students score at the fourth quartile. This reflects the high level of literacy in China and that very few Chinese students are SIFE. Our students have native language arts and their teacher, Ms. Chen, is also an ESL licensed teacher. She uses Chinese to help students learn to write well for the ELA Regents. In the third and fourth year of Chinese, our students are in an AP class to prepare them for the AP Chinese Language exam. The decision to increase the level of English is made by the teacher. The above-mentioned data is available to the teachers and they make their decisions based on the level of support that the student needs to be successful in learning the content. The teacher needs to differentiate for each student because there are students with multiple proficiency levels in every bilingual class.

7. For dual language programs, answer the following:

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

N/A

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

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

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

providing all teachers with training on how to use this program.

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

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

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

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

REDS is used to create an individualized report for each student that shows how they performed on the ELA exam item by item. The report is part of the discussion that teachers have with students and is used by the teachers to provide individualized instruction. Overall, we have shown almost a 50% increase in students testing proficient. In Spring 2012, 66 students tested proficient. In Spring 2014, 94 students tested proficient. More students moved up a level in their proficiency in 2013 than 2013. We attribute this to improved programming. All students are getting their appropriate number of minutes of instruction. Students whose parents have chosen bilingual programs are getting their bilingual classes. In the case where there is no bilingual teacher, we have added a pushin ESL teacher to improve delivery of instruction. All students are using Achieve 3000 and all teachers are increasing their proficiency in its use. We also increased the number of students tested by 22% over the previous year.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The identification of ELLs takes place at the very first conversation that the students and families have with Susan Fisher, pupil accounting secretary. The over-the-counter secretary identifies if the students are first-time admit to the Department of Education or transfer from other city schools. The transfer students are referred to see the LAB-BESIS coordinator, Ms. Betty Solis (licensed Spanish teacher) who determines the proper ESL level of the students according to previous NYSESLAT or LABR scores. In the case of first-time admits, Ms. Solis administers the HLIS in the parent's preferred language. The next step is the interview in the parents' home language to determine, in conjunction with the HLIS what the home language is of the student and whether or not the student is a SIFE student. This information is entered into ATS. Mrs. Solis gives the prescript informal oral interview to each new admit to

determine if LAB-R will be administered. If a student scores below proficient on the test, he/she becomes eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered the Spanish LAB in order to language dominance. This is mostly done on the first day of admission and always within 10 school days of a student's initial enrollment if the student appears in the school. The results of these tests are hand scored to determine the students' language levels. Ms. Solis provides the guidance counselor who meets with the family, the proper placement for the student.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
While the student is being tested Library, Ms. Solis provides the parents with an orientation meeting individually in the parents' preferred language or English. During the orientation meeting, parents watch the citywide parent orientation video in the language in their preferred language; receive an agenda and brochures of information in parents' native language. These are available in Chinese, Spanish and other languages. Copies of agenda and brochures in different languages are kept in file in the office Room 233. Parents have the opportunity to ask questions about the three programs: Bilingual, Dual Language, and English as a Second Language. They are informed of the regulation that schools must form bilingual programs in NYC public schools when there are 20 students whose parents have chosen a bilingual program in a single grade in high school. Also, at the orientation meeting, parents complete the Parent Survey and Program Selection Form in the parent's preferred language, indicate their choice of program, TBE, DL, or ESL, and sign it. Mrs. Solis checks the survey form for accuracy and signature. After that, school places students in programs based on parents' choice. Mrs. Solis notifies parents of their child's placement. Flushing High School keeps an accurate and updated file in Room 233. Finally, Mrs. Solis inputs information of the identification, testing, and parent choice into the ELPC screen in ATS. In case a parent cannot come to an orientation meeting, we send invitation letters (in parent's preferred language) to attend the parent orientation meeting. In addition, we make phone calls to ask parents to attend this meeting. The parents are also informed that they can change the choice if they so wish afterwards. In the cases where the parents do not accompany the students, Mrs. Solis follows up with outreach appointment scheduled for the next day for the parent to come to the orientation meeting. We are very successful in getting the parent to come to the school for this meeting. If we ever have a case of a parent not coming, we will send a letter in the parent's preferred language. The parent orientation meetings are held throughout the school year since September to June.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The entitlement letters are distributed by Mrs. Betty Solis by mail within the ten days of enrollment as state mandated. The Parent Survey and Program Selection Form are returned from most of the parents the same day of the meetings. These letters are given in the parents' preferred languages. The records of these letters are maintained in a locked cabinet in room 235. When a parent does not return the form, the school has to place his/her child in the Transitional Program as mandated. We have kept a checklist to keep track of the records of all the letters sent to each student. This check list includes the copy of the HLIS and the Parent Survey and Program Selection Form. Each ELL student has an individual folder with records kept in Room 233. Mrs. Betty Solis, who is the LAB-Basis Coordinator, uses the RLER and RLAT reports in order to determine NYSESLAT eligibility.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The placement of the student always honors parent's requests when possible. These placement letters are sent by Mrs. Solis by mail. In cases that there are not enough students on a grade level for a particular language, we inform parents that their request will be kept on file. When the minimum criteria from NY State is met, (i.e. 20 students on a grade level that speak a particular language and are asking for a bilingual program for their children) we will provide that program. The placement takes place the first day of the school when the students are tested. At the same time, the parents are given the orientation meeting and they have the opportunity to choose their children's program. We have maintained all these records in the individualized student folder in the office (Room 233). All this process takes place in the language of the parent's choice. We have developed a translation service list, on which teachers who speak and write in foreign languages can be made available when occasions for translation arise. (Solis, Cabanero-Spanish, Erma - Philipino; Gurianu, Niculina- Rumanian; Jacquet, Thomas-Haitian-Creole; Mun, Hweeyong-Korean; Nguyen, Chan-Vietnamese; Pinkhasova, Yelena-Russian, Chen, Kong, Liu, Zhou-Chinese, Fong Kong-Chinese). Also, Flushing High School uses the services of the Translation and Interpretation Unit when we need it. The AP ESL coordinates informational meetings for ELLs parents in October and March. In these meetings the ELLs parents have the opportunity to be informed about their child's instruction and to meet with teachers and guidance counselors. Parents also can ask questions and talk about any concern that they might have. In Addition, our CBO, Asian Americans for Equality, provide information and support to parent in the form of workshops and meetings. Those services are discussed at the parent meetings.

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

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

All the ELLs listed in the RLER report (all students who have a pre-slugged answer sheet) are scheduled to take the test. We also test the new admits. When we receive the materials from the State, we have to sort the answer sheets into class groups alphabetically. We create a folder for each class with a roster that lists all four sections of the exam. When a student completes a section of the test, it is checked off. The teacher has a running record of the completion rate and is easily able to identify the students who need to make up the exam. The teachers receive training every year in order to be able to administer the test. All the four parts: Session 1 (Speaking), Session 2 (Listening), Session 3 (Reading) and Session 4 (Writing) of the test are scheduled according to the frame dates given by the State Education Department.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The program models offered at Flushing High School align to the parent requests for programs and the trends of languages that our students speak. Flushing High School respects and honors all parents' requests. We keep records of the parent requests for each language. Currently, Flushing High School offers a bilingual program in Spanish and a bilingual program in Chinese. ESL classes with different levels (Beginning, Intermediate, Advance and Transition) are provided to all identified ELLs. The usual scenario is that the parents of newly identified ELLs opt for the bilingual programs and the parents of children that are in the country for a few years or had the opportunity of exposure to the English language before opt for the ESL program. Last year, we had 111 new admits to the school, 86 parents requested Bilingual Program and 25 requested ESL program. Twelve percent of our ELLs do not speak Spanish or Chinese. We do not have any other language group near the number of students needed to begin a bilingual program even if all the parents did choose a bilingual program. Korean speakers has the most students on a grade level and that

is only 4 students. For the Spanish and Chinese students, the placement of the student always honors parent's requests. The placement takes place the first day of the school when the students are tested. At the same time, the parents are given the orientation meeting and they have the opportunity to choose their children's program. We have maintained all these records in the individualized student folder in the office (Room 233). All this process takes place in the language of the parent's choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

deliberate a decision by school leadership to ensure that the programming for both ELLs and ISS, and ISS ELLs is a priority in this school. The ESL AP also supervises 8 certified ESL teachers and one certified ELA teacher. These teachers meet daily in common planning time for 47 minutes.

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

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

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

Our Chinese bilingual students are programmed as if they were a school within a school. Chinese bilingual students are programmed with the correct number of minutes of ESL in self-contained, multi-grade ESL classes according to their NYSESLAT proficiency level. They also have a Chinese Native Language Arts class taught by a certified Chinese teacher, Jenny Chen. We have one certified Chinese bilingual teacher in social studies, Jin Qin Zhou, who teaches the entire Chinese bilingual social studies classes. We have two certified Chinese bilingual math classes, Qi Zhuang and Jie Lee, who teach all our Chinese students. We do not have any certified Chinese bilingual science teachers; however, we program our Chinese bilingual students into special sections so that we can provide support with push in teachers or they are taught by our bilingual Spanish teacher using ESL methodology. We also have Chinese bilingual science teachers who teach Living Environment, Earth Science and Chemistry in Chinese in Saturday Title III Supplemental classes.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL classes are programmed as multi-grade, self-contained classes by proficiency level. The core classes and the lab classes are back-to-back and taught in the same location with the same teacher. The beginner skills class is mostly taught as a push-in class to a science class. We have push-in Living Environment, Earth Science and Chemistry classes. There is one self-contained skills class for students who are over-aged and under credited and still at the beginner level. Our advanced level classes are taught back-to-back: one ESL class and one ELA class are in the same room with different teachers. We program our ESL classes back-to-back to ensure that when we need to assess our students, they have sufficient time to take assessments. This structure also improves attendance and continuity of instruction. It also a tool in teacher evaluation. Each teacher is responsible for the growth of a particular set of students. NLA, heritage and bilingual classes are taught as a single period classes of 47 minutes 5 times a week. Because we are a multi-schedule school, we incorporate our 37.5 minutes into the daily schedule. All our periods are 46-47 minutes long. Students at the beginner level receive 3 periods a day, 5 days a week for 705 minutes of ESL instruction a week. Students at the intermediate level receive 470 minutes of ESL instruction a week. Students at the advanced level receive 235 minutes a week of ESL instruction and 235 minutes a week of ELA instruction. Both the Spanish native language and heritage classes are scheduled for 235 minutes a week as are our Chinese native language classes. At the junior and senior level, the native language arts classes are at the College Board AP level.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our classes are taught using the Transitional Bilingual model described in this document. As our beginners are mostly in the 9th and 10th grade, these classes have mostly a 75/25 home language to English ratio; however, each class has students with all proficiency levels and the teachers differentiate to the needs of the students in that particular class. The percentage of time that the home language is used for instruction is decreased as the grade level increases because most of our students enter our school as freshmen and their proficiency increases over the years. The goals of the classes are to provide students with instruction in the language that will most support content learning. In addition, the teachers provide support for learning the content in English. The entire school, including the bilingual teachers is engaged in integrating CCLS throughout the curriculum. In addition, last year we provided our ESL teachers and our science teachers with a seven day series of professional development using the Sheltered Instruction Observation Protocol (SIOP). This PD included on-going, in-class support and teacher collaboration to write lessons plans between content teachers and ESL teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are programmed for Native Language Arts in Chinese and Spanish. They are evaluated by their teachers in regular classes exams. The junior and senior years, the students are in AP level classes and follow an College Board approved curriculum. At the end of the year, students take the exam and are highly successful in meeting the standards of the College Board. 69% of the Spanish students qualify for college credit and 99% of the Chinese students qualify for college credit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We use the Milestones program that has chapter and unit exams that assess each modality specifically. Teachers and students keep records of their progress in each modality and discuss what it needed to improve achievement. These unit exams are given every six weeks. We also use the Achieve 3000 online reading/writing program. There is a monthly review of student progress and, if a student has completed 3 activities scoring above a 75% on the first try, his/her Lexile level will be automatically increased. This program gives us the tool to do a pre-assessment of students at the beginning of the year. It also helps to track student progress once a month. We can monitor the data by student, teacher, and grade level and on a school-wide basis. For example, at the end of October, the AP was able to compare the scores of various classes and teachers to understand which teachers needed more professional development and which teachers were highly proficient in the use of the program. The most proficient teacher used the program for 63 hours from September through October. His students made +167L gains. Our least proficient teacher used the program for 10 hours and had only +42L gains. We asked Achieve 3000 to come in and support the teachers with the least gains. The PD focused on using the program more efficiently. Our most proficient teacher will provide PD to his colleagues in common planning time to help them understand the power of the program and how they can increase their students' efficient use of the program. On an individual level, our Lead Teacher will provide PD on the instructional conversations she is having with her students to help them better manage their interaction with the program. For example, a student is consistently answering only 50% of the questions correctly. The student was asked why that was so. Was it that she did not understand the readings or was it that she did not actually read the text before answering the questions? The teacher linked the Achieve work to the passing of the multiple-choice questions on the Regents and explained to the student that she could increase her passing rate both in Achieve and the Regents by simply reading the text.

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

For writing, we have instituted SMART goals for teachers to increase the ability of our ELLs to write well on NYSESLAT and Regents like tasks. By January, each teacher should have five samples of student work that reflect this type of writing. Additionally, teachers need to provide students with rubrics, support and tasks to improve the writing on this task. Teachers will present their portfolios as part of their artifacts for their teacher evaluations.

For listening and speaking evaluations, we have purchased the Milestones program. This program has highly effective content-based listening and speaking activities and formal and informal assessments of listening and speaking skills. Teachers are reporting that students are more aware of academic language and using it more often in classroom instruction since we began using this program. We have two days a week of common planning time for the department and teachers are developing strategies and formal and informal assessments to monitor growth of listening and speaking skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

We have 78 students with interrupted formal education on the RSFE report. There are three groups for a total of 84. There are 26 who have tested out. There are 52 current ELLs who have been identified as SIFE. Eleven of those students receive ISS support. 19 SIFE students who are not ISS are achieving at least a 65 percent grade point average. The students in the second group have individualized reading support through Achieve 3000. Students can have the text read to them in English and/or Spanish, they can have full Spanish support or partial Spanish support. The teacher works with the student to make the correct instructional decision for that student. In addition, teachers use NYSESLAT modality scores to help students identify areas for improvement and help students with strategies to improve those areas. One strategy that is department-wide is Lily Wong Fillmore's "One Sentence A Day" strategy. The class works in heterogeneous groups to study a complex sentence that is related to the reading of the day. The strategy has four steps: predict the meaning of the sentence; breakdown the sentence into smaller ideas and sentences; replace challenging words with others words that do not change the meaning of the sentence; and identify the new understanding the group has of the sentence. This strategy helps students develop problem solving abilities in relating to complex texts, it broadens their semantic field and it trains students to comprehension one thought at a time rather than getting stuck on the meaning of a word or two. We ask teachers to identify their SIFE students and we ask them to monitor their progress and notice if there are any special needs that these students have. When they are not progressing in the mainstream classes they will get reprogrammed into the SIFE group. This year 5 students were identified and were reprogrammed into the SIFE class based on a teacher recommendation.

We have a third group, of 22 students who are mostly recent over-the-counter admits to Flushing High School and do not have reading or writing ability in either language or the five students who were not thriving in the regular ESL class. When our BESIS coordinator administers the ELL identification process, she also makes an evaluation of students' SIFE status using the protocols explained in the ELL Identification Process. If a student is identified as SIFE, they are programmed into our SIFE track. At this time we have one section of SIFE classes with 20 students. These are mostly students who have arrived in the US less than a year ago with no proficiency in English and scored in the bottom quartile in the Spanish Lab R. We have purchased RIGOR, a program for literacy in the content areas for SIFE students this year. It has just arrived in the building and we will have department-wide training in this program to build capacity in all teachers. We also use Achieve 3000 with this group. They have take the diagnostic in Spanish and have full access to the Spanish reading program and the English program. This program is in its infancy, and we are in the planning stages of expanding it to native language arts

and to the content areas. The teachers of the content area classes are notified that their students are SIFE and need special support.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	12 Spanish /5 Chinese		
Social Studies:	9 Spanish/5 Chinese		
Math:	12 Spanish/2 Chinese		
Science:	1 Spanish/ 1 Chinese		

Courses Taught in Languages Other than English

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

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

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

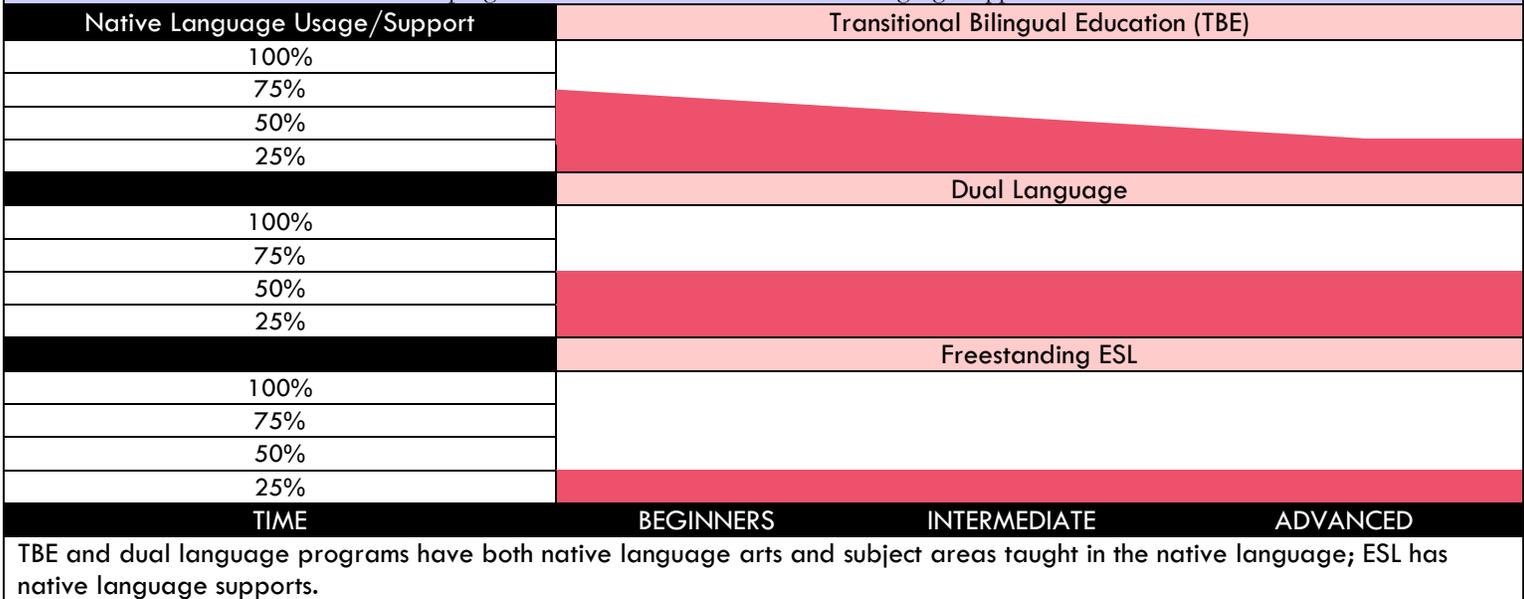
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In reviewing the ELA Item Analysis report on ATS, we can see that our ELLs are not about to consistently score at a level in order to pass the ELA Regents. Most students are scoring between 30 and 45. Our supplemental Title III program design addresses these areas. Students will be supported with targeted intervention in the areas that that individual students find challenging. We also have data from the progress report and the ATS RESI report that identifies which students need to pass certain exams. The Progress Report indicates very low passing rates in the content areas school-wide including ELLs. We use the RESI file to identify the individual students who need support for certain exams. These documents guide our design for our supplemental intervention. This year we also look at our Quality Review that indicated that we need more socio-emotional support for our students and families—especially in the area that relates to helping students learn what is expected of them as students and how to be successful. Given this data, we are using our Title III supplemental funds for the following programs. We have certified bilingual Spanish and Chinese teachers who teach students Global Studies, US History, Living Environment, Earth Science, Chemistry, Algebra and Geometry on Saturdays and after school. The language of instruction is determined by the teacher depending on the needs of the students who attend the classes. The focus of these classes is to help students learn the disciplinary language of the content in English by using the home language to support the comprehension of the content. In addition, the teacher will use the home language or English to improve students' understanding of important concepts and improve the students' ability to understand and be successful on the content area exams. Students are asked to read non-fiction articles related to the NY Stated curriculum in a particular content and complete writing tasks that relate to the readings. The Saturday classes are structured more like a regular classroom environment with whole class assignments and the after school program is structured as a tutoring session with teachers providing homework support and individualized instruction. There are also ESL teachers in both programs who will provide whole class instruction on Saturdays and tutoring and homework help in the after school program. There will be one ESL class for SIFE students (who are all at the beginner level), one class for Long-term ELLs (who are mostly at the advanced level) and one for students who need to pass the ELA regents in order to graduate (mostly students at the intermediate and advanced levels). This program is available to all ELLs and former ELLs. The goal of these classes is to improve the skills that students need in order to read literature, write critically about a piece of literature and to be able to read and understand non-fiction. In addition, we have provided for one Spanish bilingual guidance counselor and one Chinese bilingual guidance counselor who can work with each student and their families after school and on Saturdays to find solutions to socio-emotional situations that effect each student. These counselors will record their interactions with students either in Ilog, or produce a similar report so that the information is shared with the the AP PPS, the AP of ESL and the students' assigned guidance counselor.

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

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

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

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

In the 2012-2013 school year, each ELL and ELL-SWD had access and was supported in their ESL class to work on Achieve 3000 from February to June. Teachers received training, lap tops were provided to the class two days a week in a rotating schedule,

and data was reviewed on a monthly basis. While the overall increase in Lexile levels was negligible, many students made +300L to +400L gains in their reading levels. We had an overall increase of 50% in the number of students who tested out from ESL. We also had a 22% increase in the number of students who completed the NYSESLAT. This was due to greater student and teacher awareness of the importance of the exam. In addition, the daily common planning time helped the department manage and support teachers in following up on each students' progress. We also offered a raffle to students who completed the NYSESLAT. ELL-SWDs now were in a class that supported their taking the exam and many more ELL-SWDs were tested.

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

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

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

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

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

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

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

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

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

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

Our Title III Supplemental Grant supports an after school program of 8 tutors in 4 content areas (ESL, math, Science, Social Studies) four days a week. Teachers will focus on homework support and reading and writing support for the content areas through the use of Achieve 3000. Laptops are available in the classrooms in which tutoring is available. We also have bilingual guidance counselors available 4 days a week. Both programs start at 3:50 and end at 5:20 PM. The guidance counselors will also be available to parents who extras need support. Our Saturday program includes ESL enrichment using Achieve 3000 and content support in math, science and social studies. Some students are more like to attend on Saturday and some students are more likely to attend after school. Our ELLs are also entitled to participate in the afterschool and Saturday programs of the Title I grant. For example, if a student needs support in physical education or health, he/she can attend classes offered under the Title I grant or the Priority school grant. We also offer a Saturday School ESL class for parents.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

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

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

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

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

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

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

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

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

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

Some ELLs come to Flushing High School through the list notice process. These students are can be from public school or private school. Starting July 1, the data for list notice students is transferred to the admitting school and the AP ESL is able to make preliminary decisions for programing based on the previous year's NYSESLAT and the 7th grade ELA and math scores. Each student is given a potential program based on this data. It is used to determine which students are ELLs and which students need AIS support in math. We also can receive IEPs for the list notice students from our Network. These IEPs help us understand the needs of our ELL-SWDs. Mid-August, the 8th grade ELA and math scores and the NYSESLAT scores are released and we use this information to create the final program for ELLs and ELL-SWDs in the appropriate proficiency levels. The week before school opens, we pay guidance counselors and the BESIS coordinator to come in and admit the over-the-counter students. The BESIS coordinator also administers the ELL identification process to the over-the-counter students and list notice students who show up on the ELPC screen. The BESIS coordinator administers the home language survey, the LABR when indicated, shows the ELL parents the Parent Orientation Video and asks parents to sign the Parent Choice letter. In addition, the parents of these students are invited to the Freshmen Academy Orientation on the last Thursday before school opens. In this orientation, this is translated into Spanish and Chinese via radio-transmitted simultaneous translation, parents and students learn about the time schedule, the lunch program, the school layout, the different departments, the sports programs and the clubs that are available to all students.

During the school year, newly-arrived students and their parents meet with a guidance counselor and the BESIS coordinator.

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

The Freshmen Academy has special assemblies throughout the year to help orient freshmen in the culture of the school, how to read a program card, how to enter their attendance in the CASS system, the discipline code (translated into Chinese and Spanish). There is simultaneous translation in the assemblies for students who cannot understand the information in English in Chinese and Spanish. In

addition, the Sports and Arts Foundation (“SASF”) has special programs for freshmen. The Sports and Arts in Schools Foundation program at Flushing High School offers academic

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

ESL teachers and the English teachers that teach the ELA component have common planning time ("CPT") daily. These sessions include professional development to strengthen the implementation of Achieve 3000, strategies for implementation of the department-wide strategy of "one sentence a day" and Danielson Frameworks for development of effective lessons. In addition, we have one day a week of sharing of best practices using a department developed protocol, two days a week of unit planning by proficiency level, one day a week for direct PD and one day a week to enter SESIS attendance per DOE directive. Each teacher in the school will be part of the school-wide professional development to support the implementation of ADVANCE and MOSEL evaluations. The dates are: November 4, 2013, November 18, 2013, December 2, 2013, December 9, 2013, January 6, 2014, January 13, 2014, February 10, 2014, February 24, 2014, March 3, 2014, March 10, 2014, April 7, 2014, May 5, 2014, May 12, 2014, June 2, 2014, June 9, 2014. These sessions will be 90 minutes in duration two times a month. Flushing teachers agreed to an SBO for an abbreviated time schedule on two Mondays a month. In addition, the school adopted the school-wide focus "Reading to Learn". Many of the se PDs will entail helping teachers to build reading strategies into their content lessons. There is a new principal this year at Flushing High School who was assigned on August 30, 2013. There is currently a search for a PD partner as part of the Priority School mandate. The target of the PD will be ELA, ESL, Social Studies and Science teachers. This PD will include workshops, common planning support, in-class support and reflection on outcomes. Several organizations are being considered and a decision will be made by January 1 as to which of the organizations will best suit the needs of Flushing High School. Special education teachers will be included in this professional development as well as paraprofessionals. The Parent Coordinator The secretaries.....

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

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

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

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

Professional Development for guidance counselors was provided by AP Scalera on October 23, 2013 in regarding programing for ELLs. Guidance Counselors take advantage of continuing professional development as it is offered by NYCDOE and internal supports.

Transitional activities are preformed via classroom guidance presentations by: Francisca Goris, licensed Spanish bilingual guidance counselor, Linda Hebbard licensed Spanish bilingual counselor, Lydia Neto and Amalia Hwang, Spanish speakers and licensed guidance counselors and Eun Young Lee Thompson, a Korean speaker and a licensed guidance counselor. Support from college office for senior and junior classrooms is provided by Christine Stamberg, a licensed

All guidance counselor interventions in parent meetings, the senior meeting in October, the financial aid in December, the senior meeting in January are translated into Chinese and Spanish. Scholarships are identified for ELL, immigrants, and non-residents. Bilingual

counselors assigned to bilingual students. All mandated students meet with a counselor in mandated language. In situations where parents are meeting individually with guidance counselors, phone translation is utilized.

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?

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

Parents are made aware of the NYCDOE web site to obtain translations of documents and provide them to parents in a timely manner.

The School messenger sends out messages to families in the language that is listed on ATS, we have had many requests to stop the message in Spanish and send it in English or vice a versa.

Spanish is the only language other than English in which there are more than 10% of the parents who speak this language. Our information posters are in Spanish in and around the parent coordinators office.

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

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

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25 School Name: 460

Cluster: 2 Network: 202

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 10
of certified ESL/Bilingual teachers: 9
of content area teachers: 1

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:

Flushing High School is a full comprehensive high school. It has a Spanish Bilingual program, a Chinese bilingual program and an ESL only program for students whose parents choose ESL only and for students who speak languages other than Spanish or Chinese. The area in need of greatest improvement is in student progress in our AMOA1. We have not made AMOA 1 in the last three years and will not make it in the coming years. We continue to have the majority of our students in the category of 0-3 years of study in ESL. We have made AMOA 2 this year and it is estimated that we will continue to make AMOA 2 in the coming years. What we have to do better is to move more students from the lower proficiencies to the higher proficiencies. Most of our focus will be on our SIFE students and our Newcomers. We have improved the ELA Regents passing rate in our graduating cohort from 27% to 35% of the students who are still on register from last year to this year. Our goal is to improve the passing rate for seniors to 40% of the cohort. We are currently at 16%.

We have 489 students in our program. Our ELL students are 70% Spanish speakers and 18% Chinese speakers. 2% of our students speak other languages. Students from Haiti and Pakistan make up the largest other language groups. 66% of our students have 0-3 years of service. 15% of our students have 4-6 years of service, and 19% of our students have 7 or more years of service. 48 students are SIFE. 80 of our ELLs have IEPs-- of whom 59 have been ELLs for more than 6 years. 44 have self-contained services in some areas; 30 have team teaching services; and 4 have resource room and two students are LTAs. We look at our student by cohort for data purposes. We have 82 students who will graduate in 2018, 125 who will graduate in 2017, 116 who will graduate in 2016 and 107 who will graduate in 2015.

In our senior cohort 14 out of 107 passed the ELA exam, 65 have failed the ELA exam and 28 have not been tested. More half of those students have come to the US in the last year. 66 students in our senior cohort have passed the Algebra Regents. 32 in our students in the senior cohort have passed at least one science Regents. 33 students have passed the Global Regents. 29 students in the senior cohort have passed the US History Regents. Students are most challenged by the ELA exam because they cannot take it in their home language.

We have improved our students' retention fro last year to this year. In September 2013 out of the 150 students on our RGCS for cohort 2014, only 107 were still on our register (71%) in September 2013. This

Part B: Direct Instruction Supplemental Program Information

year we have retained 107 out of 131 students (82%). This is an increase of 11%. Our big challenge is to move ELL students from no English to graduation in four years or less especially those students who it is determined that they are in the senior cohort the year they arrive.

Title III Saturday Program Supplemental Direct Instruction

The following program will be paid for with Title III funding except for a Saturday Supervisor, an ELA prep class for ELLs and a Spanish Bilingual Living Environment class. The Title I Supervisor will oversee the program on Saturday.

How will the classes be taught?

Each ELL student has an account on Achieve 3000 paid for with technology funding and have completed a diagnostic test through Achieve 3000 during the school day established the students' Lexile level. A blended learning reading program was chosen for our students because the data from the ELL Periodic Assessment that demonstrated that our student's weakest skill was reading comprehension. Title III teachers will have accounts and be able to see the data on their students and print out material at the correct Lexile level. This will move ELL students closer to meeting grade level CCLS and make them better capable of passing the ELA Regents. The resources we will be using are Achieve 3000 for continuous documentation of students' progress in their regular classes and in the supplemental and mastery of reading, writing and comprehension goals. Students will work on these goals through the computer-based program.

All teachers will create multiple entry points using Achieve 3000 to print out articles at the students' correct Lexile level on content area topics. This instruction will focus on strengthening reading fluency and comprehension through the use of fiction and non-fiction texts with the goal of supporting content area reading. Teachers will also have access to the school "Brain Pop" account to be able to download multimedia resources to increase multiple entry points in the lessons that are specifically geared to ELLs and will have access to Discovery Education which has multimedia resources that include lessons and students tasks that align to the CCLS.

These classes will serve at least 180 students who will be able to take two of the 9 classes offered. Each class will be one hour and 15 minutes. There will be two sessions—one from 9:30 AM-10:45 AM and the other from 11:00 AM- 12:15 PM. Students will choose the content class but will be programmed for the ESL class by proficiency. All students will be encouraged to take both classes; however, it will be possible for a student to take just one class of his/her choosing.

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

Each ELL student has an account on Achieve 3000 and complete a diagnostic test through Achieve 3000 during the school day that establishes and monitors the students' Lexile level. As the students' reading fluency improves, the Lexile is automatically adjusted up to a higher level. This program was chosen

Part B: Direct Instruction Supplemental Program Information

because our ELL Periodic Assessment demonstrated that our student's weakest skill is reading comprehension. Title III teachers will have accounts and be able to see the data on their students and print out material at the correct Lexile level. This will move ELL students closer to meeting grade level CCLS and make them better capable of passing the ELA Regents. It will also increase their content level fluency. We will be using Achieve 3000 for continuous documentation of students' progress in their regular classes and in the supplemental classes to evaluate the impact of mastery of reading, writing and comprehension goals. Students will work on these goals through the computer-based program.

For the direct instruction ESL portion of the class, we will be using both Achieve 3000 and Milestones Program as the material for this course. This instruction will focus on strengthening reading fluency and comprehension through the use of fiction and non-fiction texts with the goal of supporting content area reading. Instruction is provided by three certified ESL teachers and includes regular and substantive interaction between the student and the teacher providing direction and/or supervision of student work. For the SIFE students we will be using the RIGOR program that was purchased with NYSTL funds last year.

These classes will be held from October 17, 2014 to June 8, 2015 for 30 sessions of 1 hour and 30 minutes. All students have access to Achieve 3000. We will offer 35 sessions of 1:30 minutes on Saturdays between from October 18 to June 8, 2015 of the following courses:

A supervisor will be on staff but is funded by the school's Title I program. Also, 1 period of Living Environment will be taught by a Science teacher who speaks Spanish; language of instruction will be Spanish/English.

Funded by Title III

2 periods of Newcomers classes with two certified ESL teacher Fan Kong. The language of instruction is English.

2 periods of SIFE classes taught by a licensed ESL teacher Bonsong Yow. The language of instruction is English.

1 periods of Earth Science - taught by a bilingual Chinese certified General Science teacher Andrew Chen; the language of instruction will be English and Chinese.

1 Living Environment - taught by a certified Chinese Bilingual General Science teacher Andrew Chen; the language of instruction will be Chinese/English.

1 Algebra Class taught by a certified Chinese Bilingual Math teacher Jie Lee; the language of instruction is Chinese/English.

1 Geometry class taught by a certified Chinese Bilingual Math teacher Jie Lee; the language of instruction is Chinese/English.

Global Studies - taught by a certified Social Studies teacher Oscar Castro who is obtaining his Spanish bilingual certification; the language of instruction is Spanish/English

Part B: Direct Instruction Supplemental Program Information

US History - Taught by a certified Social Studies teacher Oscar Castro who is obtaining his Spanish bilingual certification; the language of instruction is Spanish/English

After School Title III Program Supplemental Direct Instruction

To address our need to provide support to our students who have to take the Regents. classes will be held once or twice a week for two hours as indicated below.

Students will be To address our need to provide content area support:

1 Chinese Global History one day a week for two hours taught by a certified Chinese Bilingual Social Studies teacher Vincent Zhou

1 Chinese Global History one day a week for tow hourse taught by a certified Chinese Bilingual Social Studies teacher Vincent Zhou

1 Spanish Global History one day a week for two hours taught by a certified Spanish Bilingual Social Studies teacher Martha Cruz

1 Spanish Global History one day a week for two hours taught by a certified Spanish Bilingual Social Studies teacher Martha Cruz

2 classes of ELA Prep for ESL students two days a week for two hours each day taught by two certified ESL teachers Susan Kendzierski and Maria Silva.

1 reading support class for long-term ELLs/ISS two days a week for two hours taught by a reading specialist Adrienne Wolf.

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: We have 48 SIFE students in our department and many who may be unidentified as SIFE from previous schools. We use Achieve 3000 as a diagnostic of reading abiliites in English and the Spanish LAB R as and inidcation of which students may be unidentified SIFE students. We have a need for a specific SIFE program. We are in the process of writing a SIFE grant but wanted to use some of the Title III money to begin addressing the SIFE students' needs before the SIFE grant comes through. We currently have three teachers teaching our SIFE students. Debra Lavache, Glenn Paolantonio, Susan Kendzierski and Bonsong Yow are all licensed ESL teachers. We sucessfully piloted the Rigor program last year and want to expand its use this year. Part of the Title III OTPS funds will go to providing books for our Saturday SIFE program and providing a one day professional development from Benchmark

Part C: Professional Development

Education to the teachers in the school who will be teaching our SIFE students.

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 provide guidance services to families in their preferred language of communication. Our staff includes:

One trilingual Spanish/English/Chinese certified guidance counselor, one Spanish-speaking certified guidance counselor. Our guidance counselors have been trained by the Translation and Interpretation Unit to use phone translators for families who do not speak either Spanish or Chinese. Parents have already been notified by letter of the resources available and there will be a phone messenger sent out in three languages on Fridays to remind them of the Saturday School offerings and the availability of the guidance counselor's hours (from 9:00 AM - 12:00 PM each Saturday) and encouraged to come in and meet with the guidance counselor to discuss their child's progress and learn more about the school. Guidance counselors will also provide social emotional support on certain days by running workshops on particular topics such as teen pregnancy, violence prevention and college and career readiness. In addition, guidance counselors also help build attendance and monitor students' progress throughout the year and give the AP weekly narratives of student progress.

In addition, we have a weekly Parent ESL/computer class on Mondays and Wednesdays from 5:30 PM - 7:30 PM. Veronica Mackay Petrelli is the service provider and she is a licensed Spanish teacher. Students will use the same Milestones and Rigor programs that their children use in class and have access to Achieve 3000 with their own account be able to view their child's work. They will also have access to Brain Pop and Discovery Education.

Part E: Budget

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

Allocation Amount: \$79936

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$79936

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$79,936	_____