



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

07X520

School Name:

FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES (FLAGS)

Principal:

LESLIE MILLER CHISLETT

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Foreign Language Academy of Global Studies School Number (DBN): 07X520
School Level: High School Grades Served: 9-12
School Address: 470 Jackson Avenue
Phone Number: 718-585-4282 Fax: 718-585-4239
School Contact Person: Dali Aviles Email Address: lchislett@schools.nyc.gov
Principal: Leslie Miller Chislett
UFT Chapter Leader: Nick Leshai
Parents' Association President: Oslyn Christian
SLT Chairperson: Iris Bromfield
Student Representative(s): Michele Smith, Diane Proano

District Information

District: High School Renewal Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace, Room 129, Staten Island
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: _____

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
DZahara@schools.nyc.gov>
Network Number: 206 Network Leader: Ada Cordova

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)
Leslie M. Chislett	*Principal or Designee	
Nick Leshai	*UFT Chapter Leader or Designee	
Oslyn Christian	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Michele Smith Diana Proano	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Guillermina Hernandez	Member/ Parent/Title 1 Rep	
Katherine Santiago	Member/Parent	
Candida Almonte	Member/ Parent/ Title 1 Rep	
Andrea Schoburgh	Member/ Teacher	
Iris Bromfield	Member/Assistant Principal	
Ruth Serels	Member/ Teacher	
Kathryn Santiago	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:

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

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

Foreign Language Academy for Global Studies, “FLAGS High School” is a small learning community with grades 9 through 12 located in the South Bronx. The student population is comprised primarily of students who live in the socio-economically disadvantaged neighborhoods near the school with 90% receiving free and reduced lunch; 28% are Black, 67% are Hispanic. 29% of the FLAGS students have disabilities and 18% are English Language Learners.

FLAGS’ current vision and mission statement is “to develop lifelong learners who are informed, responsible, productive citizens. Students will communicate in foreign languages and appreciate global cultures.” Under new leadership during the fall of 2014, work to refine the school’s vision was launched beginning with a new set of core beliefs. These were published in the school’s new guidebook along with an instructional focus that extends the school’s 2013-14 instructional focus.

- *LEARNING IS ACTIVE AND UNDERSTANDING IS CONSTRUCTED*
- *LEARNING IS FOSTERED THROUGH POSITIVE CLASSROOM CULTURE*
- *LEARNING IS UNIVERSALLY DESIGNED*
- *LEARNING IN THE 21st CENTURY EXTENDS BEYOND THE WALLS OF THE CLASSROOM*

The instructional focus for the 2014-15 year is fostering ACTIVE LEARNING in APPROPRIATELY CHALLENGING TASKS through:

- *accountable talk and academic language (and other discussion techniques)*
- *analyzing and supporting arguments using evidence from complex text*

Action plans to build consistency in the use of effective practices across classrooms aligned with these beliefs are addressed in this School Comprehensive Education Plan.

Strategic partners are engaged to assist FLAGS in realizing improved student achievement. Our current partners and their foci are: 1) NYC DOE School Renewal Program for school needs assessment, action planning, leadership and teacher coaching, 2) 21st Century Grants Office working with various community based organizations and vendors for arts and technology integration, academic intervention during extended learning time, professional development and parent outreach; 3) various community based organizations for college readiness and access, and 4) Princeton’s Center for Supportive Schools focusing on student peer group leadership and connection to nurture student social and emotional growth.

Details of each external partnership is shown below:

Partnerships with CBOs and Vendors through 21st Century Grant

<u>Partner</u>	<u>Focus/Details</u>
21 st Century Grants Office funding (*New 2014-15)	<i>Awesome Afterschool and Super Saturdays (Saturday Academy)</i> Per-session funding for FLAGS teachers to provide academic support and Regents prep
Vision Education & Media	Curriculum enrichment within computer classes and 4th period lunch special projects for interested students in animation, robotics and website development, <ul style="list-style-type: none"> • 4 cycles of 2 week intensives <ul style="list-style-type: none"> ✓ Intensive 1: Sept 29 - Oct 10 ✓ Intensive 2: December 1 - December 12 ✓ Intensive 3: February 23 - March 6 ✓ Intensive 4: March 16 - March 27 • During those weeks, four Vision teachers works with our students in the computer lab:
Urban Arts	Arts Integration during school day:

- Mondays (Visual Art) Teaching Artist
Period 7: (English) Schoburgh
Period 8: (ESL) Rowland
Period 9: (Women's Literature) Schoburgh
- Wednesdays (Film) Teaching Artist
Period 6: (Participation & Government) Piro
Period 7:(Participation & Government) Dunning
Period 8: (Historical Methodology) Gaskin
- Afterschool Clubs: Mondays 2-4pm and Wednesdays 3-5pm Film, Visual Art and Dance
- Saturday Academy "Super Saturdays": Twice Monthly
Dates: Oct. 4 & 18, Nov. 15 & 22, Dec. 6 & 13, Jan. 10 & 24, Feb. 7, 14 & 28, March 14, 28 April 18 & 25, May 9, 16 & 30

Wediko Children's Services Parent outreach support including consulting, parent workshops and home visits

Partnerships for College and Career Readiness and College Access

*Center for Supportive Schools Princeton University Through Peer Group Connection (PGC), CSS has trained three FLAGS faculty to teach a leadership course to select juniors and seniors, who in turn educate and support freshman. The goal is to inspire students to become engaged leaders who positively influence their peers. Peer-to-peer student leadership model enlists exemplary students and taps into them as a resource to expand advisement while simultaneously advancing their own learning, growth, and development.

(*New 2014-15)

This partnership has enabled FLAGS to offer a Fall and Winter student leadership retreat and credit-bearing course and provide mentoring support for freshmen transition.

Teachers & Writers Collaborative Made possible by funding from Wells Fargo, Teachers & Writers Collaborative facilitates a program that provides professional writers to assist Seniors in writing college essays. (12-days, 4-periods per day).

Summer Search Professional mentoring extending 7 years beginning with identification during sophomore year for students who demonstrate a baseline of character strengths like resilience, altruism and determination which are cultivated throughout the program and receive:

- Full scholarship for summer travel experience
- College & financial aid advising
- College support & career exploration
- College graduate, alumni network

College Now at Hostos Community College (CUNY) Currently 4-6 senior students access college courses through College Now

Wave Hill Students spend the summer working as part of a small crew protecting and improving Wave Hill's woodlands, enjoying the outdoors and making friends. They take free, college-level course in environmental science or basic mapping at CUNY's Lehman College and earn credit.

Challenges, Strengths, Accomplishments

With 148 students, FLAGS' enrollment is the lowest it has been since the school's opening twenty years ago. FLAGS is co-located with a D75 High School that serves severely cognitively disabled and emotionally disturbed adolescents on a campus situated on a Jackson Avenue block that has a reputation for being crime-ridden. In recent years, there has been a decline in student selection of FLAGS among their top five preferences during the high school choice process. Consequently, this has led to an increase in over-the-counter placement of a diversity of students, many of whom are English Language Learners, students performing in lowest third city-wide or students who are over-age and under-credited. With declining enrollment and the correlated reduction in the school budget funds, FLAGS faces significant challenges related to maintaining robust programs and resources such as instructional technology, delivering academic intervention, supporting professional growth and retaining qualified teachers to ensure the academic and social emotional

needs of all of its students.

FLAGS continues to be identified as a Priority by the New York State Department of Education because of lagging student achievement as measured by credit accrual and progress towards graduation, performance on Regents exams and graduation rate. Contributing to low student performance is poor student attendance as measured by an averaged attendance rate of 77% and evidenced by chronic absenteeism among a significant number of students. Parent stakeholders have not been highly active. Our school-wide annual and interim goals focus on increased student achievement in these areas, improved attendance and student social and emotional growth.

Recent accomplishments include leveraging organizational resources to ensure common planning time for teacher teams to focus on planning rigorous instruction and analyzing student work. To ensure a supportive school culture where students feel known, a weekly Friday student advisory period was secured to implement a new advisory program that we named PAUSE—Preparing All of Us Socially and Emotionally. Each teacher or upper classmen peer leader is matched to a gender-based, grade level team of advisees that meet during PAUSE. Another accomplishment includes a review of the Individualized Education Plan of students with disabilities and reorganization of student services to ensure compliance with IEP mandates, quality student support and less restrictive environment where possible. In addition, a new guidance team was formed and we have worked together with other DOE stakeholders (e.g. Transfer School Superintendent) to transition 15 significantly overaged-under credited students (or 10% of our total population) to more optimal learning settings such as transfer schools or D79 alternative programs. This has contributed to the development of a more positive school culture focus on learning.

After reviewing the DTSDE findings from last year, the greatest gains for our school since the report have been related to Tenets 2 (leadership and goal setting) and Tenet 5 (social and emotional development and culture) in all sub statements of practice that fall under these statements.

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.

07X520 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	147	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	9	# SETSS	2	# Integrated Collaborative Teaching
				2
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
				N/A
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		88.3%	% Attendance Rate	75.7%
% Free Lunch		88.9%	% Reduced Lunch	3.7%
% Limited English Proficient		20.6%	% Students with Disabilities	32.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	25.9%
% Hispanic or Latino		68.8%	% Asian or Native Hawaiian/Pacific Islander	2.1%
% White		2.1%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		7.1%	% Teaching Out of Certification (2013-14)	17.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	6.31
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		51.8%	Mathematics Performance at levels 3 & 4	46.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		52.6%	% of 2nd year students who earned 10+ credits	54.3%
% of 3rd year students who earned 10+ credits		49.0%	4 Year Graduation Rate	42.3%
6 Year Graduation Rate		69.5%		
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	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		

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Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A
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% of 1st year students who earned 10+ credits		52.6%	% of 2nd year students who earned 10+ credits	54.3%
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6 Year Graduation Rate		69.5%		
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	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		

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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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	9	# SETSS	2	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	N/A	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.3%	% Attendance Rate		75.7%
% Free Lunch	88.9%	% Reduced Lunch		3.7%
% Limited English Proficient	20.6%	% Students with Disabilities		32.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		25.9%
% Hispanic or Latino	68.8%	% Asian or Native Hawaiian/Pacific Islander		2.1%
% White	2.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	7.1%	% Teaching Out of Certification (2013-14)		17.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.31
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	51.8%	Mathematics Performance at levels 3 & 4		46.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	52.6%	% of 2nd year students who earned 10+ credits		54.3%
% of 3rd year students who earned 10+ credits	49.0%	4 Year Graduation Rate		42.3%
6 Year Graduation Rate	69.5%			
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		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- 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 3 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	E
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

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.

Data sources: Student performance on Regents exams, as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Ineffective for 3.2-3.5 plus principal review of FLAGS curricula and daily lesson plans. Recent actions and initiatives as evidence related to each indicator supporting self-assessment:

3.2
Principal located curriculum maps to be adopted from other schools to support quality implementation of standards-aligned curricula. ELA and Algebra teachers are required to adopt Engage NY modules. Teacher teamwork (supported by HS Renewal coaches) focused on task-analysis to examine alignment with CCLS standards and other rigor criteria.

3.3
Adoption of iLearn Achieve 3000 online learning resources (2nd Semester); Texas Instruments NSpire technology for technology explorations aligned with CC Algebra; Facing History, Facing Ourselves texts including primary source materials in Historical Methodology class.

3.4
Tuesday and Thursday teacher team meetings as well as Monday PD are dedicated to collaboration within and across grades and subjects (e.g. Humanities and Math/Science team meet) to enable students to have access to a robust curriculum. Arts, technology and other enrichment opportunities are facilitated along with teaching artists within identified classes. iLearn resources (Apex Learning and Achieve 3000) are being implemented to provide credit accrual and text-based reading support; INSpire calculators and applications provide technology learning experiences to reinforce CC-aligned mathematical modeling.

3.5
MOSL Performance-Baseline Assessments were administered and analyzed in all core subject area courses. Teachers were required to examine the gaps between these standards-based tasks and current student performance. Each department team identified

goals for realignment of curriculum and instruction to address student strengths and weaknesses surfaced during assessment.

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, curricula and academic tasks will emphasize rigorous habits and higher order skills for all learners in the majority of classes observed resulting in improved student performance on standards-aligned formative and summative assessments. (QR 1.1)

New behaviors and results

- Curriculum units and individual teacher lesson planning will reflect an emphasis on rigor and higher order thinking skills in daily lessons.
- Students will be cognitively engaged in tasks in all major subject areas.
- Teacher teams will regularly assess student work for the level of cognitive engagement and will revise tasks and curricula

Measurable Indicators

- A minimum of 5 out of 6 targeted teachers will be rated Effective on Danielson 1e, as mutually agreed upon by the DSR and Principal.
- A minimum of 5 out of 6 targeted teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the DSR and Principal.
- Lessons and academic tasks planned and implemented by 5 out of 6 targeted teachers reflect modifications surfaced in teacher team meetings.
- The number of students achieving Level 3 on rubrics for formative assessments and benchmark performance tasks will increase by 25% from in each core content area as measured by the MOSL baseline, interim and end-of-year assessments.
- The number of students scoring 65% or higher on NYSED Regents exams will increase a minimum of 20% in each subject area from the 2013-14 passage rates (which were 9% for Integrated Algebra, 52% in ELA, 43% US History, 25% Global, 38% Living Environment)

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: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>
1. School leaders the school community in understanding of school GAPS goals, instructional focus, task rigor, CC standards alignment and other tools for assessing planning of rigorous, standards-aligned curricula such as MOSL rubrics and Danielson Framework, Domain 1e.	Teachers	On-going	Principal, assistant principal, coaches, teacher facilitators
2. Teachers and teacher teams will plan, revise, and be held accountable for implementing standards and Common Core Learning Standards-aligned tasks in their lessons. 3. Teacher teams, with the support of School Renewal coaches, will analyze student work using protocols in order to improve tasks and curricula. Teachers will align tasks to Essential Questions, and Learning Targets, with all	Teacher teams and individual teachers	On-going	Principal, assistant principal, coaches, teacher facilitators;

being aligned to the school’s task rigor checklist and state standards and CCLS. Teachers analyze student work using protocols (e.g. task rigor checklist, Teacher Team Goals planning sheet, MOSL rubrics) in order to improve tasks and curricula. Teachers and teacher teams will identify multiple entry points so all learners can cognitively engage in “appropriately challenging tasks”.			
1. Principal, School Renewal coaches, strategic partners (e.g. AUSSIE coach) will provide ongoing professional development and coaching on <u>planning</u> cognitively engaging tasks (“appropriately challenging tasks”), using targeted talk moves and asking DOK level 3 and 4 framing questions for lessons and tasks (e.g., Essential Questions, Learning Targets). 2. Professional development will also build teacher understanding of multiple entry points so all learners can cognitively engage in tasks.	Teachers		Principal, School Renewal coaches, strategic partners (AUSSIE coach)
5. Math (algebra and geometry) and ELA teachers will implement select CC-aligned units, lessons and tasks from Engage NY.	Math and ELA teachers	On-going for math; semester 2 for ELA	Principal, coaches
6. Teachers will write all lesson plans using FLAGS planning template, or modified template inclusive of all elements OR using the “struggle lesson template” designed by School Renewal Team. School leadership will keep them responsible for doing so through informal and formal observation process.	All teachers	On-going	Principal, AP, coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Renewal Coaches, AUSSIE coach, common planning time, Monday PD and agendas, Metamorphosis training for Math team, Engage NY training for ELA team

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		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 st Century funds													

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: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
New behaviors and results
<ul style="list-style-type: none"> Curriculum units and individual teacher lesson planning will reflect an emphasis on rigor and higher order thinking skills in daily lessons. Students will be cognitively engaged in tasks in all major subject areas. Teacher teams will regularly assess student work for the level of cognitive engagement and will revise tasks and curricula.
Measurable Indicators
7. A minimum of 2 out of 3 targeted teachers will be rated Effective on Danielson 1a and 1e, as mutually agreed upon by the DSR and Principal by Feb. 15th .
8. A minimum of 2 out of 3 targeted teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the DSR and Principal by Feb. 15th .

9. *Lessons and academic tasks planned and implemented by **2 out of 3** targeted teachers reflect modifications surfaced in teacher team meetings by **Feb. 15th**.*
10. *The number of students achieving Level 3 on a modified MOSL rubric will increase by 25% in each core content area when MOSL baseline trends are compared to mid-year benchmark performance task similar to the baseline.*
11. *50% of students in classes that terminate in a Regents this year will pass select Regents items*
12. *The passing rate percentages for the January Regents will exceed last year's passing rates by 20%*

Part 6b. Complete in February 2015.

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
4. 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.	E
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.	E
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.

Data sources: Stakeholder response on the School Survey, attendance data as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Ineffective for 5.2-5.5 plus principal review of FLAGS curricula and daily lesson plans.

Recent actions and initiatives as evidence related to each indicator supporting self-assessment:

5.2
We are cultivating systems and partnerships to support and sustain social and emotional growth by building shared commitment to and focus on student social and emotional growth through our “GAPS goals” where S represents “social and emotional growth”. Our system includes a new 9-12 advisory structure called PAUSE that is gender-based to foster discussion, goals setting, reflection and college and career readiness support. In addition to using the College Board curricula during this weekly period, we have partnered with Princeton to implement the Peer Group Advisory program to assist freshmen with transition to HS. We have expanded guidance services to ensure mandate counseling and transition for over-age under credited and SWDs.

5.3
We articulate and systematically promote a vision for social and emotional developmental through the Habits of Work and Learning (HOWLS) framework so students understand the traits required to be successful in academically and personally. Learning experiences above has resulted in building a safer and healthier environment for families, teachers and students.

5.4
Our constituents are beginning to articulate how the school community is safe, conducive to learning and foster a sense of ownership that leads to greater student outcomes. This is most evident in the junior and senior student leader-advisors who have been trained in a leadership course and facilitate advisory. HOWLS are organized by: “Responsibility to Learning and Community” to foster ownership to build a common language of ownership.

5.5
Leadership and staff (counselors, psychologist, attendance teacher) are working together to develop teachers’ ability to use data (such as attendance data or anecdotal information, credit accrual) to respond to students’ social and emotional developmental

health needs, so students can become academically and socially successful. This is evident in our regular attendance team and Pupil Personnel meetings and through implementation of SKEDULA.

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, FLAGS community will design and implement systems, programs and experiences that identify, promote, and support social and emotional development and a safe, respectful environment that is conducive to learning for all constituents.

New behaviors and Results

- *The school leader ensures that all staff members know and uses research-based practices and structures for referral and support for all students that address social and emotional development and academic success.*
- *The school's approach to culture building, discipline, and social-emotional support results in a safe environment and inclusive culture. Students and adults treat each other respectfully and student voice is welcome and valued.*

Measurable Indicators

- *Proficient rating on sub-indicator 1.4a on the Spring Quality review.*
- *Reduction in number of chronically absent students with attendance in 70 to 89% interval and increase in average attendance from 77% to 80%.*
- *90% compliance rating on timely IEP annual and tri-annual reviews*
- *20% increase in percentage of stakeholders who answer on School Survey questions related to perception of safety and being known positively (agree or strongly agree)*
- *Significant reduction in severely over-age under credited students (3rd, 4th and 5th year students and other with fewer than 15 credits) through transition support*
- *5 percentage points in parents satisfaction with our school on the Tripod and School Environment Surveys*

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: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. 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>
<i>1. Implement Habits of Work and Learning framework in all classrooms to build a common approach and language schoolwide to developing personal behaviors that fosters responsibility for learning and responsibility to the school community.</i>	Students	Sept.-June	Principal, counselors, Peer Group Advisory, teachers
<i>2. Refine communication mechanisms (such as dean's referrals and antectodals via SKEDULA) and the formal ladder of referral to delineate levels of intervention, ensure consistent and positive support and discipline.</i>	Teachers, counselors, AP, dean, parent coordinator students	Oct-June	Principal, AP, dean

3. Provide regularly scheduled opportunities for all students, those elected to student government, peer leaders and others to share input, and identify concerns and strategies for improved school climate and culture with the Principal and other school leaders.	Students	Sept.-June	Principal, AP, Peer Group Advisory, counselors
4. Redefine roles of AP and Dean to ensure coordinated responsiveness to student needs, safety and compliance reporting.	AP, dean	Sept.-June	Principal
7. Strengthen Pupil Personnel Team, Counseling Department Team and Attendance Team that meet regularly and employ case conferencing to identify intervention supports and transition goals for students with academic and behavioral challenges.	Counselor, psychologist, SPED teachers-case managers, attendance teacher	Sept.-June	Principal
8. Implement advisory program, student leadership course, Peer Group Connection program to support freshmen transition and all students' sense of being known.	Students	Sept. June	Principal, Counselor-Advisors
9. Identify and transition over-age under-credited students to optimal settings (transfer schools, D79, career development programs)	Students	Sept.-June	Principal, Counselors

Part 4 – Resources Needed

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

Meeting time, professional development (e.g. from Princeton Center for Supportive Schools, CFN Youth Development Director), expanded temporary guidance staff (via ATR pool), investment in SKEDULA,

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	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 School funds

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:

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

Measurable Indicators/ Mid-Point Benchmarks

- Increase of 5 percentage points of identified chronically absent students with attendance in 70 to 89% interval
- Increase in average attendance rate from 77% to 79%.
- 50% reduction in overdue IEP annual and tri-annual reviews
- Transition of 10 severely over-age under credited students (3rd, 4th and 5th year students and other with fewer than 15 credits) through transition support

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

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. 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:

10. 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.
11. 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.	D
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:

12. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
13. 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.

Data sources: Student credit accrual (growth) as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Ineffective for 4.2-4.5, Diagnostic Quality Review 2014, plus principal classroom observations.

Recent actions and initiatives as evidence related to each indicator supporting self-assessment:

4.2
Currently, teachers are developing instructional practices and strategies organized around unit and daily lesson plans to meet student goals (such as those identified through MOSL benchmarks and analysis of student work). However, high levels of student engagement and thinking are inconsistently evident. Therefore, our instructional focus has been on active learning through appropriately challenging tasks using discussion, questioning and analyzing complex texts.

4.3
Teachers’ provision of coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students is emerging. Task analysis has assisted us in understanding the need to elevate rigor, foster struggle and create scaffolds. The creation of ICT settings has assisted us in appropriately serving SWDs and ELLs.

4.4
Our teachers create a safe environment through the establishment of rapport with students. Currently, responsiveness to all students’ varied experiences, strengths is improving and resulting in high levels of student engagement in some classes. Open ended questions, discussions and strategies to make thinking visible are being used more often.

4.5
Teachers are using a variety of data sources more often such as MOSL benchmarks, student work samples, Regents exam items screening, to inform lesson adjustments. Through the use of rubrics and on-going feedback, some teachers demonstrate capacity in fostering student participation in their own learning process.

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.

Goal: By June 2015, in the majority of classrooms, teaching practices will reflect a culture of high expectations, will be aligned to the curricula and articulated set of beliefs that is informed by the Danielson Framework and Common Core Instructional shifts.

New Behaviors and Results

Teachers clearly communicating the goals for each lesson, the expectations of students for a task, the purpose of a task, and what summative or formative assessment will follow.

Teachers posing questions to students designed to promote student thinking and understanding. Teachers creating a genuine discussion among students.

Teachers regularly using assessment during instruction, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria.

School artifacts and communications will reflect the language of high expectations.

All students and teachers will know and practice the Habits of Work and Learning (HOWLs) with fidelity in all classes.

Measurable Indicators

1. *The school will receive a rating of Proficient on indicator 3.4 of the Spring Quality Review.*
2. *A minimum of 5 out of 6 identified teacher will be rated Effective on Danielson 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal.*
3. *A minimum of 5 out of 6 targeted teachers will be Effective in component 3a the Danielson framework, as mutually agreed to by the Principal and DSR.*
4. *A minimum of 5 out of 6 targeted teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR.*
5. *A minimum of 5 out of 6 an identified group of targeted teachers will be rated Effective in component 3d of the Danielson framework, as mutually agreed to by the Principal and DSR.*

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: 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>
1. Through conversations in teacher professional development, classrooms, faculty will understand, agree on and adopt instructional focus (communicated as part of "GAPS" goals) and use common language about active learning, rigor, struggle connecting these to student achievement	Teachers	Sept-June	Principal, AP, School Renewal coaches, DSR, Metamorphosis, WITsi, AUSSIE coach
2. HOWLs will be visible in every classroom and be explicitly referred to by teachers and/or students during the lesson. Students will practice HOWLs as they grapple with difficult tasks and engage in discussion.	Teachers, students	Sept-June	Principal, AP, teachers, counselors

3. Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effectively communicating the high expectations through Learning Targets, HOWLS and purpose of tasks.	Teachers	Sept-June	Principal, AP, School Renewal coaches, DSR, Metamorphosis, WITsi, AUSSIE coach
1. Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effective questioning and discussion techniques. As a result, teachers will ask questions that assess and further student thinking. Teachers will also provide discussion forums that are appropriate to those questions so that all student voices are heard and students are actively listening to each other. 2. Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effective ongoing formative assessment. As a result, teachers will employ a variety of strategies to assess student learning during the lesson.	Teachers	Sept-June	Principal, AP, School Renewal coaches, DSR, Metamorphosis, WITsi, AUSSIE coach

Part 4 – Resources Needed

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

Team meeting time, coaching time, sacred time for observations, aligned professional development agendas, teacher leaders, video models

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		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

21st Century Funding for AUSSIE

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.

Measurable Indicators/Benchmarks

5. A minimum of **3 out of 6** identified teacher leaders will be rated Effective on Danielson 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal.
6. A minimum of **3 out of 6** targeted teachers will be Effective in component 3a the Danielson framework, as mutually agreed to by the Principal and DSR.
7. A minimum of **3 out of 6** targeted teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR.
8. A minimum of **3 out of 6** an identified group of targeted teachers will be rated Effective in component 3d of the Danielson framework, as mutually agreed to by the Principal and DSR.

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 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 (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

14. 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.

15. 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).	E
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.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
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.	E

Part 1b. Needs/Areas for Improvement:

16. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

17. 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.

Data sources: Student credit accrual (growth) as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Developing for 2.2-2.5, Diagnostic Quality Review 2014, plus principal classroom observations.

Recent actions and initiatives as evidence related to each indicator supporting self-assessment:

2.2
The principal as articulated a coherent vision for school improvement to internal and external stakeholders (Aps, School Renewal leadership, teachers, students and parents) supported them to understand this vision and adopt the sense of urgency about achieving school-wide goals aligned with the vision. Part of this has been accomplished by communicating a list of short-focused goals as “school-wide goals” through the acronym GAPS—growth towards timely graduation, active learning through appropriately challenging goals, performance aligned with content area and state standards. These goals are embedded in the goals and measurable targets of the S/CEP.

2.3
Our school leadership (AP, counselors, program coordinator) under my direction is effectively using 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. Example of sources of data include STARS, ATS attendance data, SKEDULA, Regents item analysis. Examples of usage of the data to examine credit accrual, attendance, progress towards graduation (credit accrual) past Regents performance trends, identification of over-age-under credited students. Anecdotal data sharing has assisted us in assessing

social and emotional health. Structures such as the Pupil Personnel Team (IEP team), attendance team, guidance and transition teams, teacher department teams and meetings are vital to the process of improving critical areas. Teacher observations trends and team meeting summaries (on “goals progress sheets”) are incorporated into the feedback loop for monitoring and revising.

2.4

It is vital to make strategic decisions to organize resources human, program-related and fiscal capital so that school improvement and student goals are achieved. In a small high school with limited resources this work is extremely challenging. Examples of decisions to leverage resources to achieve goals include: securing time for an Advisory program and forming PAUSE teams, partnering with Princeton Center for Supportive Schools, securing resources for 2 new SPED teacher hires, identifying common planning time for department team meetings, creation of after school and Saturday programs, overcoming hiring obstacles by securing a needed math teacher via F status, forming ICT partnerships and ensuring para support for bi-lingual students.

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 2015, FLAGS school leaders will demonstrate visionary leadership to create a school community and culture that support success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

New Behaviors/Results

Stakeholders understand vision and instructional focus with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan.

Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (curriculum, teacher effectiveness, family engagement, social and emotional health).

Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

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

Measurable Indicators

1. Proficient on QR sub-indicator 3.1
2. Proficient on QR sub-indicator 1.3
3. Proficient on QR sub-indicator 4.1

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: 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>
1. Communicate coherent vision, short-focused, mission critical goals to stakeholders and assist all stakeholders in understanding the urgency of	SLT, teachers,	Sept.-June	Principal, School Renewal DSR

these goals and importance of organizing our work and resource use to these goals.	students, parents		
2.Utilize S/CEP and short-focused goals to drive decision making in all dimensions of the school—refinement of systems and structures, culture and instructional core; teacher performance and teacher team feedback for improvement.	SLT, teachers, students, parents	Sept.-June Jan.- June	Principal
3. Hold mid-year meeting and regular check-ins with staff during PD to			
4. Makes clear and purposeful budgetary and programming decisions, after consultation with key and relevant stakeholders. Articulate with key stakeholders to support their understanding of the rationale behind organizational decisions. 5. Require teacher teams meet 2-4 times per week with a clear and understood purpose aligned to the school’s instructional goals. Identify team leaders. Use clear protocols for focused and productive teacher team meetings that are consistently aligned to school goals. 6. Strategically assign teachers to meet the needs of students in high stakes courses and to address needs of sub groups. Use data to design and refine supplemental programs (e.g Achieve 3000), both during and after school, are based on student data, and address both academic intervention and enrichment (e.g. tutoring and after school clubs).	SLT, teachers, students, parents	Sept.-June	Principal, AP, program director, CFN Operations team, School Renewal Director of Redesign
7. Create and maintain a fully functional system to conduct targeted and frequent observations; track progress of teacher practices using student data (such as work samples); provide effective feedback and professional development based on needs; and hold administrators and staff accountable for continuous improvement.	Teachers	Sept.-June	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Data from DOE systems, structures for communication, monitoring and revising, revision—SLT, team meetings, cabinet meetings, attendance team, transition team; advisement from Central, School Renewal and CFN Operations team

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		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												
Priority School funds												

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:
5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.
Mid Point Measurable Indicators/Benchmark
1. Stakeholders speak of school goals during informal interview with School Renewal team, evidence of data analysis to track progress towards school’s “GAP” goals
2. By February 2015, the Principal will provide evidence of interim strategic decisions to fund targeted efforts aligned to

school-wide goals, and, where possible, the impact of those decisions on student achievement.

3. Principal will show evidence of teacher Advance feedback and ratings, executed professional development plans and teacher team agenda artifacts that show alignment to goals.

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?

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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:

18. 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.

19. 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.	P
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.	P
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:

20. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

21. 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.

Data sources: Student credit accrual (growth) as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Developing and Ineffective for 6.2-6.5, Diagnostic Quality Review 2014, plus principal classroom observations.

Recent actions and initiatives as evidence related to each indicator supporting self-assessment:

6.2
FLAGS is a small learning community with an atmosphere that is welcoming and fosters a sense of belonging. Trust is built with our families through our attention to their needs and follow-through. We have expanded our guidance team to ensure increased responsiveness to student social and emotional needs and academic progress. Parents are encouraged to engage and are welcomed through an open door policy.

6.3
Working with administration, our parent coordinator, teams of teachers and counselors engage in planning and mutual communication with family and community stakeholders so that both families and school faculty understand students’ strength and needs. In this way learning and interventions can be adjusted.

6.4
Our school is working with several community partners (like WEIKO) and community agencies (e.g. Montafiore) to promote learning and provide workshops for families across all areas (academic and social and emotional developmental health) to support student success.

6.5
Our school is beginning to share data through the newly implemented SKEDULA platform. We continued to support data interpretation such as that embedded in transcripts, assessment information, progress reports in-person, via mail, email to support families to make data informed decisions and join us in fostering student growth and promote.

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 of 2015, FLAGS will renew its culture to be one of partnership where school, families, parents and community foster student academic, social and emotional well-being.

Measurable Indicators

- 25% increase in parent attendance at parent conferences from first semester 2014 until Spring 2015
- 75% of parents who are asked to report to school for a meeting about their child's needs will do so
- 100% of teachers contacting 100% of their parents each marking period
- Increased outreach by attendance team to at-risk students with no less than 15 calls per week
- Two workshops per month from January until June with 10 parents in attendance

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: 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>
1. Ensure students feel known by strengthening the advisory program structure and Peer Group Connection, communicating effectively through team structures and SKEDULA anecdotes to identify and implement counseling and guidance interventions.	Parents, students	Sept.-June	Principal, AP, teachers, staff parent coordinator
2. Ensure families are welcomed and experience constant communication and opportunities through a welcome open door policy to visit school and voice needs.	Parents, students	Sept.-June	Principal, AP, teachers, staff parent coordinator
3. Assess parent survey responses on workshop preferences. Implement workshops and stress management groups with community partners (like WEIKO) and community agencies (e.g. Montafiore) to promote learning for families across all areas (academic and social and emotional developmental health such as attendance) to support student success. Continue to provide counseling/advisement for parents in meetings with guidance staff.	Parents, students	Sept.-June	Principal, AP, parent coordinator, SLT, Parent Advisory
4. Increase data dialogue between parents, students and school constituents centered on student learning and success by expanding implementation of online data sharing tools (SKEDULA). Implement winter/spring workshops to assist families to use and understand transcripts, progress reports, SAT results, financial aid and assessments.	Parents, students	Sept.-June	Principal, AP, parent coordinator, SLT, Parent Advisory
5. Conduct meetings for parents of ELLs, twice yearly focusing on transition, graduation requirements and academic success.	Parents	Jan., May	Principal, AP, parent coordinator

Part 4 – Resources Needed

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

Survey results, WEIDIKO partnership, other community linkages, SKEDULA training for parents, workshop dates

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.

	Tax Levy	X	Title I Basic	X	Title I 1003(a)		Title IIA	X	Title III		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.

21st Century funds

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.

- 75% of parents who are asked to report to school for a meeting about their child’s needs will do so
- 100% of teachers contacting 50% of their parents 1st marking period
- Increased outreach by attendance team to at-risk students with no less than 15 calls per week
- Two workshops per month in January until June with 10 parents in attendance

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 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)	Grades, past course and Regents failure; IEP and ELL needs	After school tutoring Saturday Academy Achieve 3000 iLearn APEX courses	varied	During day, lunch, afterschool
Mathematics	Grades, past course and Regents failure; IEP and ELL needs	After school tutoring Saturday Academy Regents Prep classes	varied	During day, lunch, afterschool
Science	Grades, past course and Regents failure; IEP and ELL needs	After school tutoring Saturday Academy Regents Prep classes	varied	During day, lunch, afterschool
Social Studies	Grades, past course and Regents failure; IEP and ELL needs	After school tutoring Saturday Academy Regents Prep classes iLearn APEX courses	varied	During day, lunch, afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, attendance data, repeat infractions, parent, student and teacher input	Mandated counseling As needed counseling Transition advisement	varied	Scheduled and as needed

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 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By 2015, FLAGS will implement an extended day program to foster social, emotional and academic growth and enrichment experiences.

Part 2 – ELT Program Description

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

All students including students with disabilities, English language learners and students in our lowest performing third

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.

After school Tutoring and Enrichment

FLAGS after school tutoring and club-based enrichment options program is called: Awesome Afterschool.

The program runs afterschool Tuesday and Thursday from 3:06 and 4:06 pm every week when school is in session.

When possible, tutoring is staffed by teachers who are familiar with students' strengths and challenges so that support is relevant and personalized. Per-session postings are created to recruit teachers who will participate in the program.

Students who are at risk for failing are strongly encouraged to attend afterschool tutoring. Other students may attend for tutoring or simply as a place to stay and do their schoolwork with support.

Afterschool Clubs also occur Mondays 2-4pm and Wednesdays 3-5pm. These focus on Film, Visual Art, Film Cheerleading and Dance

Super Saturdays

Similar to afterschool, on designated Saturdays (roughly, 2 times per month) from 9:00 am until 12:00 pm, students have the option to attend tutoring and enrichment (as available). Second semester, Regents prep will be offered.

Students will be told that attendance is not optional prior to the Regents exam. After two hours of academics each Saturday, students may participate in one hour of basketball, dance or cheerleading.

- Saturday Academy “Super Saturdays”: Twice Monthly
Dates: Oct. 4 & 18, Nov. 15 & 22, Dec. 6 & 13, Jan. 10 & 24, Feb. 7, 14 & 28, March 14, 28 April 18 & 25, May 9, 16 & 30

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.

We foster involvement through signage, announcements, prize incentives and tickets towards extra credit for academic tutoring for attending and one-on-one recruitment. We also call parents, send letters home to targeted students who are struggling academically or need Regents exam support.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?
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.
If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

As stated earlier in this plan, we have a partner through the 21st Century grant called Urban Arts that supplies teaching artists to facilitate afterschool clubs. The principal coordinates the program and hires teachers to instruct in sub-area classes. We have a bi-lingual licensed teacher and para professional to support ELLs in literacy and special education teacher to work with SWDs.

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

Resources include: schedules, funds, materials for Regents support, prizes, identified classrooms, on-site coordinators, data specialist to input attendance data that will evaluate the program

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

October through June 15th on the Saturday dates shown above and Monday through Wednesday every week.

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.

x	21 st Century		Tax Levy		Title I SWP		Title I TA		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.

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.

Mid-point monitoring will occur in Feb. and facilitated by the 21st Century grants office. We will look at targeted attendance (115 students), and January Regents passing rates as well as semester 1 passing rates.

Part 5b. Complete in **February 2015.**

9. 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 8: Title I Program Information

Directions:

8. All schools must indicate their Title I status in Part 1
9. All elements of the *All Title I Schools* section must be completed in Part 2
10. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
11. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
12. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
13. 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	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
Working with our CFN and School Renewal partners and NYC DOE central offices, we send emails about openings to screened candidates from the new teacher and NYC Fellow's pools and reach out to universities. During Open Hire we investigate teacher references and any available teacher effectiveness rating information available.

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).
In keeping with school quality criteria, our strategies include observing teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. In addition, teachers are supported in conducting inquiry during structured professional collaboration, through coaching, mentoring, outside learning opportunities supplied by our CFN and the School Renewal initiative. Peer feedback will be fostered through teacher-to-teacher observations.

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.

Assessment decisions are made by the schools MOSL committee, Professional Development committee and cabinet-Principal, AP and Program Coordinator. Teacher team meetings are used to support teachers in using assessment results to improve instruction. Protocols guide discussions around assessment results, observed trends and next steps.

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

Directions: All Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide 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’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide 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	160,000	X	Pages 12-14,
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	38,530	X	Pages 14-16
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	11,200	X	Pages 19, 25
Tax Levy (FSF)	Local	1,247,537	X	Pages 11, 15 ,17 ,22

¹Explanation/Background:

Title I Schoolwide 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, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide 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 Schoolwide 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 Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide 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 Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

3. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
4. A school that consolidates Federal funds in its Schoolwide 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:

5. **Title I, Part A – Schoolwide 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).
6. **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.
7. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
8. **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.
9. **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.
10. **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:

11. **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.

12. **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.
13. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
14. **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 will 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.

Foreign Language Academy of Global Studies **Parent Involvement Policy**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 07	Borough Bronx	School Number 520
School Name FLAGS 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 Leba Collins-Augone	Assistant Principal Ruth H. Serels
Coach type here	Coach type here
ESL Teacher Jacob McGuffin	Guidance Counselor Janet Gardon
Teacher/Subject Area Michael Piro	Parent type here
Teacher/Subject Area Caitlin Dunne	Parent Coordinator Donna Chung
Related Service Provider	Other Carol Scott
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	193	Total number of ELLs	40	ELLs as share of total student population (%)	20.73%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
Dual Language										0
ESL	19		1	6		2	15		13	40

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
Total	19	0	1	6	0	2	15	0	13	40
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	0	2	0	6
Intermediate(I)										7	3	5	5	20
Advanced (A)										8	1	5	0	14
Total	0	19	4	12	5	40								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	11		1	
Integrated Algebra	14	3	5	1
Geometry	23	0	0	0
Algebra 2/Trigonometry	3	0	0	0
Math _____				
Biology				
Chemistry				
Earth Science	0			
Living Environment	7	0	2	0
Physics				
Global History and Geography	20	9	1	2
US History and Government	18	3	0	0
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N /A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All fifteen long-term ELLs are students with disabilities (SWDs) with the exception of one, whose father recinded all special education

services. The SWDs have low reading levels, problems with vocabulary and difficulty with long term memory and processing information. This contributes to their difficulty in making significant gains in the NYSESLAT and attaining proficiency.

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

This year the NYSESLAT Combined Modality Report (RNMR) did not disaggregate the data by modalities and the AMAQ tool was unavailable. But upon reviewing student's NYSESLAT Parent Report for 2012-2013 we noted that students overall fare better in Speaking and Listening than Reading and Writing.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Although we offer students the choice of taking the Regents in their native language and/or the use of a glossary few students take advantage of these opportunities. They generally chose to take their Regents in English because they learned the material in English. Last year fifteen students chose to take the Regents in their native language only two of those students passed the Regents.

b. & c. Last year, we administered the ELL Periodic Assessment but we were unable to access the results

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

N / A

6. How do you make sure that a child's second language development is considered in instructional decisions?
We build literacy across the curriculum, vocabulary development, organizational skills, reading, writing, speaking and critical thinking skills are developed in all subject classes.

7. For dual language programs, answer the following:

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

N / A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use scholarship data to track the success of our ELLs, i.e. whole school scholarship data based on classroom assessments, NYSESLAT results, baseline assessments, Regents Exams, Progress Report and New York State School Report Card.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The parents of newly enrolled students in New York City public schools complete a Home Language Identification Survey (HILS). The testing coordinator determines LAB-R eligibility. If student the student is eligible, the Assistant Principal in charge of ESL interviews the student, administers the LAB-R and determines the student's proficiency level.
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The counselor and or the Assistant Principal holds an orientation session for parents and describes the program options. The parents then complete the Program Selection Form. The majority of our students opt for a Freestanding ESL program. We do not offer

bilingual instruction at FLAGS because we do not have twenty students in a given language and grade nor do we have twenty students in a given grade opting for a Transitional Bilingual Program.

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

After the student is tested and a determination is made the Assistant Principal in charge of ESL sends entitlement letters inviting parents to an orientation session. The parents complete the Parent Survey and Program Selection form at the orientation meeting with the counselor.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We do not offer bilingual instruction at FLAGS because we do not have twenty students in a given language and grade nor do we have twenty students in a given grade opting for a Transitional Bilingual program. If we have twenty students in the same grade with the same language opting for a Transitional Bilingual program we would consider offering a Transitional Bilingual program if the budget allows. We provide Spanish translation for all written communication. We also provide translation services in Spanish and French.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher administers the NYSESLAT test during the designated window. The Assistant Principal facilitates make-ups for absent students.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The parents of six of our current ninth, tenth, eleventh and twelfth grade general education students have chosen Freestanding ESL as their program of choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. Delivery of Instruction:
 - a) Instruction is departmentalized. We offer a freestanding ESL program. Additionally, the ESL teacher pushes into the ninth grade Global History class.
 - b) Although ESL instruction is ungraded and delivered as per CR-Part 154 mandate. This year the ESL classes are heterogeneous with ninth and tenth grade students in one section and eleventh and twelfth grade students in the other. Students are mainstreamed in content area classes both for general education and special education.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

A certified ESL teacher provides ESL instruction as follows:
 Beginner students, as determined by the NYSESLAT, receive 12 periods a week for a total of 555 minutes a week.
 Intermediate students as determined by the NYSESLAT, receive ten periods (465 minutes) of ESL a week.
 Advanced students as determined by the NYSESLAT, receive five periods (225 minutes) of ESL and five periods (225 minutes) of English Language Arts (ELA) a week. Attendance for SWD-ELLs is entered in SESIS.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Instruction in content area classes is delivered in English. This year we have sixteen (16) general education and one resource room ELL in the ninth grade. Therefore, the ESL teacher pushes into the ninth grade social studies class. The ESL and social studies teachers collaborate in order to better serve these students. Teachers are provided with scientifically based professional development in instructional approaches for ELLs. The instruction is standard-based and designed to develop and enhance students' skills so that the ELL population meets city and state standards and assessments .

The ESL teacher is working with our Generation Ready staff developer to align ESL instruction to the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

We have literacy across the curriculum. All teachers infuse listening, speaking, reading, writing, and critical thinkings in their lessons. The ESL teacher addresses all four modalities in the lessons. He uses performance based assessments to measure student progress toward curricular goals and objectives. The teacher incorporatess audio and audio-visaul activities whenever possible in his lessons. The students practice their listening and note-taking skills regularly. Speaking is assessed through class participation, group work and class presentations. Students read and answer reading comprehension, and critical thinking questions. Writing is assessed daily through classwork and homework. The teacher assesses student progress in writing coherent sentences, paragraphs and essays with different purposes (narrative, explanatory, argumentative and persussive.)
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for ELL subgroups

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

school tutoring and enrichment programs. Teachers supplement their instruction by using technology, graphic organizers, visual aids, group work and supplemental materials to ensure student progress and success.

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

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

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

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

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

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

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

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

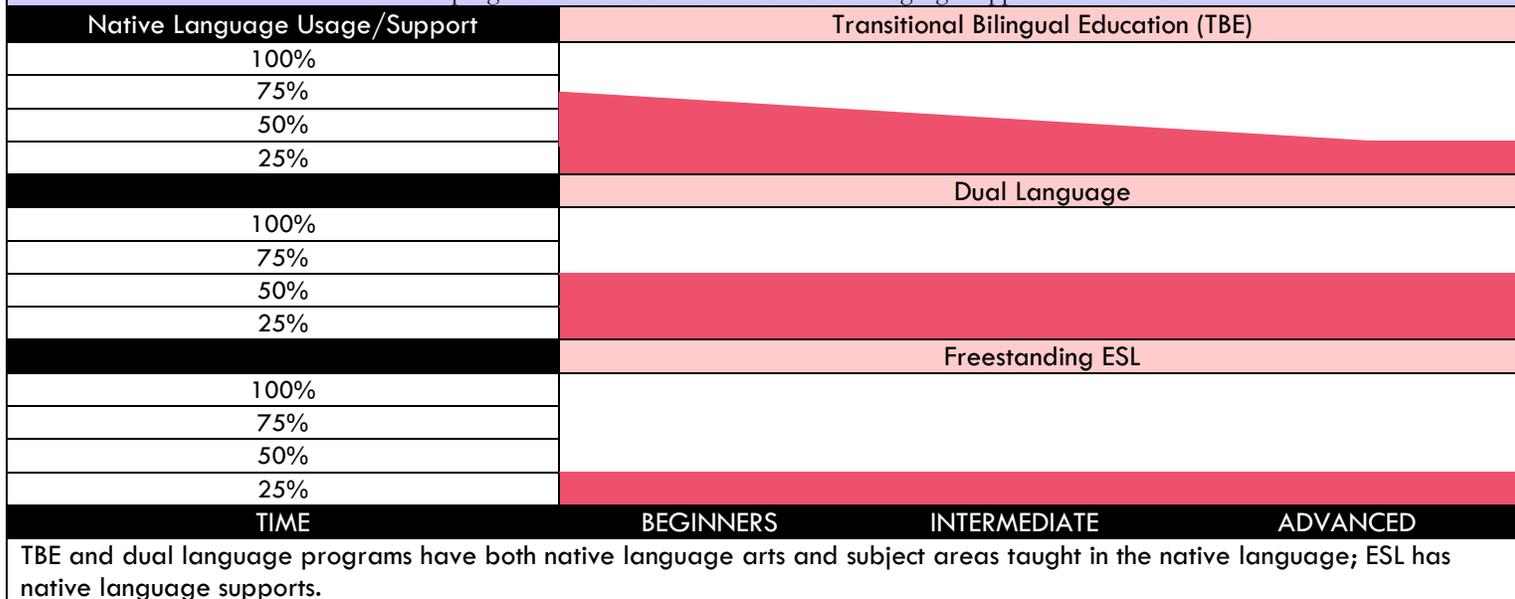
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Small group instruction is provided. One to one tutoring is offered to ELLs during the day and after school in ELA, math, science and social studies. ELL students receive individualized counseling as needed. Our ninth grade students receive a double period of mathematics. The class is taught by two teachers (one of the teachers also speaks Spanish) in order to provide students with more individualized attention. Advanced students receive one period of ESL (225 minutes) and one period of ELA (225 minutes) regardless of grade. In addition to the mandated number of minutes of ESL instruction, the ESL teacher pushes into the ninth grade global history class to provide students with additional support. Content area teachers differentiate instruction for ELLs. All our ELL-SWD students are mainstreamed for ESL and ELA (for Advanced students). Some SWDs are also mainstreamed for social studies and math. The Individual Education Plan (IEP) outlines the goals for special education students. The teachers of special education, in collaboration with the ESL instructor, discuss prescribed and agreed upon interventions to improve student performance. The ESL teacher and the special education staff work cooperatively to provide language support, engage parents in the decision-making process, and participate in discussions regarding the student's disability and evaluation process. All parties confer with each other in developing interdepartmental and school-wide interventions for ELLs. Every teacher has access to the IEPs of the students enrolled in his/her class.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The school's scholarship report for January 2013 recorded a 72.66% passing rate for all students and 66.58% for ELLs, a difference of 6.8%. In June 2013, the passing rate for all students was 70.43% and 68.50% for the ELLs, a difference of 1.97%. It is interesting to note that the ELLs did slightly better than their classmates in social studies by a margin of 1.33%. (The passing rate for all students in social studies was 64.54% and 65.31% for ELLs.)
- The 2013 NYSESLAT results indicate that seventeen students made significant gains with seven students testing out.
11. What new programs or improvements will be considered for the upcoming school year?
- Since our students struggle most in social studies, the ESL teacher pushes into the ninth grade global history class. Through our 21st Century Grant we have engaged the services of the Urban Arts Partnership, a Community Based Organization which integrates the arts in content area classes. They will be collaborating with social studies, mathematics, English and science teachers.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are an integral part of the school community and as such they participate in all facets of school life: YAWP, College Now at Hostos Community College, Summer Search, school performances, class trips, after school activities, student government, etc.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers are encouraged to integrate technology in their lessons i.e. use of PowerPoint presentations, video clips, visuals, manipulatives such as calculators, visuals, adapting reading material to students' skill levels and using Internet websites to find appropriate materials for their students. Wherever possible we have assigned peer tutors to assist students in content area classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our program is delivered in English. Teachers pair up less proficient ELL student with more proficient ones to serve as a resource. Additionally, whenever possible we assign Spanish speaking peer tutors to ESL and content area classes to serve as a resource to ELLs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Since social studies is a content heavy discipline, this year we decided to create heterogeneous ESL classes with ninth and tenth grade students in one section and eleventh and twelfth grade students in the other. The ESL teacher develops lessons that are integral to the social studies curriculum. In addition, because we have a large number of ELLs in the ninth grade (sixteen general education and one resource room student) the ESL teacher pushes into the ninth grade social studies class for additional support. The ESL and social studies teachers collaborate in order to better serve these students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Due to budgetary constraints we were unable to offer a summer bridge and orientation program.
18. What language electives are offered to ELLs?
- Due to budgetary constraints we have had to drastically reduce our teaching staff and, therefore, we can no longer offer Native

Language Spanish classes. Our Spanish speaking ELLs now take French.

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

Not Applicable

C. Professional Development and Support for School Staff

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

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>FLAGS</u>		School DBN: <u>07X520</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leba Collins Augone	Principal		11/20/13
Ruth H Serels	Assistant Principal		11/20/13
	Parent Coordinator		
Jacob McGuffin	ESL Teacher		11/20/13
	Parent		
Caitlin Dunne - ELA	Teacher/Subject Area		11/20/12
Michael Piro - Sp. Ed SS	Teacher/Subject Area		11/20/13
	Coach		
	Coach		
Janet Gardon	Guidance Counselor		11/20/13
	Network Leader		
Carol Scott	Other <u>AP Special Education</u>		11/20/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:

School Name: FLAGS High School

Cluster: 2 **Network:** CFN206

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

We provide Spanish translation of:

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

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

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

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

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

We provide Spanish translation for the following:

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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: FLAGS High School	DBN: 07X520
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 31
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: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will provide small group tutorials for all English Language Learners, grades 9-12, in social studies, science and mathematics on Tuesdays and Thursdays after school from 3:15 PM to 4:15 PM. Because we are especially concerned about our SWD ELLs a Special Education general teacher with a bilingual extension will provide instruction after school and two Saturdays a month from 9:00 AM to 12:00 noon. Additionally, a bilingual social studies and a bilingual science teacher will also provide instruction to our ELLs on Saturdays. The focus will be regents preparation since many of our ELLs struggle in this area. The Saturday Academy will meet on January 10 & 24, February 7 & 28, March 14 & 28, April 18, May 9, 16, & 30.

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

Part C: Professional Development

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

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

Begin description here: Because we offer a free standing ESL program and our ELLs are mainstreamed for content area classes Christine Rowland, the ESL teacher will provide a series of 10 workshops to six content area teachers on supporting ELLs in developing academic English for the content area classroom. The workshops will be held two Mondays a month from 2:45 PM to 3:45 PM for a total of ten sessions. The topics of the workshops will be as follows:

Session 1 - Introduction and Overview - Learning Language and Content Together

Sessions 2 & 3- Vocabulary Development Strategies

Part C: Professional Development

Sessions 4 & 5 - Reading Strategies

Session 6 - Integrating oral and written language instruction into content-area teaching

Sessions 7 & 8 - Developing written language skills

Sessions 9 & 10 - Assessments (formative, summative, formal and informal).

The teachers will be expected to incorporate the strategies taught into their lessons. By the end of the workshop series, teachers will produce a resource bank of materials they can use in their classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: We will offer two workshops to parents in order to empower them with knowledge so that they can better help their children succeed in school and in the world of work. The first workshop will be held on February 11, 2015 from 9:00 m - 10:00 am. The focus will be "How Can I as a Parent Help My Child Be Successful in High School?" Parents will learn to read and understand their child's transcript and will become familiar with Skedula, an online student progress reporting system used at FLAGS, to monitor students' progress. A light breakfast will be served.

On March 26, 2014 the workshop will be held from 4:30 pm-5:30 pm. The topic will be "College Readiness".

Our guidance counselors and a bilingual paraprofessional will facilitate the workshops. The sessions will be open to parents and students in order to promote a mutual learning experience. Parents will receive written notification of workshops.

Part E: Budget

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

Allocation Amount: \$0

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)	_____	_____

Part E: Budget

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

Allocation Amount: \$0

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