

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q263

School Name:

FLUSHING INTERNATIONAL HIGH SCHOOL

Principal:

LARA EVANGELISTA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Flushing International School Number (DBN): 25Q263
Grades Served: 9-12
School Address: 144-80 Barclay Ave Flushing, NY 11355
Phone Number: 718-463-2348 Fax: 718-463-3514
School Contact Person: Susan Pan Email Address: span@schools.nyc.gov
Principal: Lara Evangelista
UFT Chapter Leader: Andrew Maikels
Parents' Association President: Maria Comas
SLT Chairperson: Andrew Maikels
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Comas
Student Representative(s): Surya Rahman
Mahnoor Khan

District Information

District: 25 Superintendent: Kathy Rehfield-Pelles
Superintendent's Office Address: 335 Adams St, Rm 508 Brooklyn, NY 11201
Superintendent's Email Address: kpelles@schools.nyc.gov
Phone Number: 718-923-5181 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Brooklyn, NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Lara Evangelista	*Principal or Designee	
Andrew Maikels	*UFT Chapter Leader or Designee	
Maria Comas	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mahnoor Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Surya Rahman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ivy Li	CBO Representative, if applicable	
Lily Welsh	Member/ Elected Teacher	
Adam Forman	Member/ Elected Teacher	
Jie Zhang	Member/ Elected parent	
Lixia Cui	Member/ Elected parent	
Ruben Sevichay	Member/ Elected parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Flushing International High School) is a small high school that exclusively serves ELLs who are recently arrived immigrants from over 40 countries and speak 20 different languages. FIHS has 440 students in grades 9 to 12, all of whom are scoring at the beginner to intermediate level on the NYSITELL when they begin with us. Eighty-seven percent of our students are eligible for free lunch. Twenty-three percent of our students are over-age and under-credited and about 18% are SIFE. Our student body is approximately 55% Asian and 40% Hispanic, 2% Black and 3% White. (School Quality Guide) Our mission is to serve recent immigrants to the United States who are new learners of English to help them learn to read, write and communicate clearly in English while maintaining their native language. They will learn to use their minds well to think about real-world issues. They will use what they learn to become successful in school as well as in the workplace, and they will learn to speak up for themselves and their community.

As a member school of the Internationals Network for Public Schools (INPS), the school follows a pedagogical model to support the needs of ELLs. The school is organized around five principles:

- Heterogeneity and collaboration. Our students work in mixed-ability groups, and 9th and 10th grade classes are combined. Students have meaningful opportunities to read, write, speak and hear English across the curriculum.
- Experiential learning. Instructional units, which are thematically and interdisciplinary aligned, are organized around the completion of projects. Project-based learning gives students the opportunity to engage in authentic language tasks and take ownership of their learning.
- Language and content integration. To support the needs of our ELL population, all of our classes teach ESL and content. Units are both vertically aligned by grade level and planned on an interdisciplinary basis.
- Localized autonomy. FIHS teachers work in teams to plan, write, and reflect on curriculum that meets the needs of our student population. Teachers are empowered to make choices to design a curriculum that meets the needs of ELLs, promotes student engagement and academic rigor, and is relevant to the academic and backgrounds of students. In addition, teachers take significant leadership roles and "wear many hats." The leaders of each instructional team and discipline (content area) team meet weekly with other school leaders as the coordinating council, and this way all teachers have a voice in school policy decisions. This has promoted a culture of trust, collaboration, shared accountability, and continuous leadership.
- One learning model for all. As we ask our students to work collaboratively in teams, teachers also work collaboratively in teams. As our students complete a portfolio, our teachers also complete a portfolio.

This year, FIHS was accepted as a DOE PROSE school. Our school has also received a waiver from the State Department of Education as part of a three-year pilot. In lieu of the social studies and science Regents exams, students must complete graduation portfolios in English, Science, Social Studies, Math, and Native Language Arts (Spanish). Students will be graded according to a rubric jointly developed with other pilot schools. This past year, FIHS is supporting extensive professional development both in school and outside of school to support teachers in understanding the rubric as well as in mentoring and supporting students so that they can do graduation-worthy work in all content areas. Our PROSE status around flexible scheduling is helping us to support this work. In addition, we have been accepted to the Learning Partner program and will be a host school with a focus on Growth Mindsets.

Because our school serves a high-need population, we provide our students with additional academic and social support so that they can graduate college-ready within four years. Our school has a strong after-school program, before-school academic support, Saturday programs, and an Internship program for all students. We also work closely with outside organizations like CARA for college access work with our students and Queens College where students can take college classes. In addition, we have an advisory program and have worked closely with the Morningside Center to implement restorative practices in our school. These high levels of support explain the results that our school has achieved, despite a challenging student population. We have a four-year graduation rate of 70%, over double the city rate for ELLs, and on our most recent school quality guide we have been exceeding the target both in terms of our school environment and in closing the achievement gap.

Over the past year, our school made significant progress in Rigorous Instruction. This year, we transitioned to the use of graduation portfolio projects in lieu of certain Regents exams. This shift led to our instructional focus on using questions and the revision process to engage students in inquiry, research and graduation-worthy projects. Students this year were engaged in much more rigorous tasks that were aligned to a common rubric and the CCLS. We want to continue this work in the coming year with a particular lens on supporting students in revision and implementing feedback. We know that this is a critical part of the learning process.

25Q263 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	440	SIG Recipient	N/A
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	N/A	# SETSS	7	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	N/A	# Drama	5
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	87.3%	% Attendance Rate			93.7%
% Free Lunch	87.1%	% Reduced Lunch			10.2%
% Limited English Proficient	87.9%	% Students with Disabilities			2.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			2.4%
% Hispanic or Latino	35.2%	% Asian or Native Hawaiian/Pacific Islander			58.7%
% White	2.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.4%	% Teaching Out of Certification (2013-14)			15.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4.29
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	39.9%	Mathematics Performance at levels 3 & 4			68.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	70.8%	% of 2nd year students who earned 10+ credits			85.2%
% of 3rd year students who earned 10+ credits	79.2%	4 Year Graduation Rate			69.0%
6 Year Graduation Rate	72.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
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	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (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			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

All of our students are ELLs or former ELLs. In addition, part of our school population is SIFE or has literacy gaps, and these students need additional support. We follow the Internationals model and the 5 key tenets of the model in order to support our students. Because of the specific needs of our population, curriculum is teacher- created and based on the needs of our students. Through extensive collaboration, teachers work together to develop curriculum that develops language and content knowledge, provides multiple entry points and asks students to think deeply about their work.

All of our teachers participate in extensive PD through the Internationals Network for Public Schools, which is designed to ensure that teachers in all content areas deliver instruction that meets the language and content needs of students. In addition, our teachers are also receiving ongoing PD provided by the New York City Writing Project to increase college readiness through developing writing skills. This professional development helps to ensure that all units are aligned to the Common Core Learning Standards and support the needs of ELLs.

This year, as a school included in the State Education department ELL graduation pilot, FIHS faced the challenge of transitioning to PBATs this year, but we know that this transition helped us to grow because a strong graduation portfolio made up of performance tasks, must be aligned to the CCLS and have students thinking deeply about their work. In our first year, we found that many students struggled to complete and present these tasks so we know we have more work to do. As a new system, this is an area of growth for us. Our specific needs involve:

- supporting all students to present and defend their PBATs in the second language,
- better understanding how to create PBAT projects,
 - better understanding how to assess PBATs according to the rubric, and scaffolding and supporting student work in the lower grades to support eventual successful completion of the graduation portfolio.

While our school is strong in trust, supportive environment and collaborative teachers, we need to continue to develop in the area of Rigorous instruction from the Framework. While our graduation has improved by 10% over the past 5 years we continue to work on making sure our students are college-ready. We have a very short time to help students learn the language and be ready for college and we believe that further development of our Performance-based assessment system will best support this work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, grades 9-11 will have developed 2 formative tasks (performance-based assessment tasks) aligned to the INPS graduation portfolio rubrics and to the CCLS.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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>
Weekly instructional and discipline team meetings for planning and curriculum reviews	All teachers	August 2014-June 2015	Team leaders and discipline leaders
Bi weekly professional development sessions focusing on development of tasks aligned to the junior institute rubrics and rubric norming	All teachers	August 2014-June 2015	PD committee, NYC Writing project consultant
Peer observations for feedback on the instruction related to the tasks	All teachers	August 2014-June 2015	Personnel committee
Interdisciplinary teacher teams will work to support each other in the skills that student need to complete the tasks.	All teachers	August 2014-June 2015	Discipline leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>We have built meeting time into the school day. To accomplish our goals, teachers have assumed the following leadership positions during school and after school:</p> <ul style="list-style-type: none"> • instructional team leaders (5) • discipline leaders (5) • PD committee chair (1) • NYC Writing Project Consultant • Special Education liaison (1)

In addition, we have created biweekly after-school professional development each week. This additional time supports whole-staff work in creating and revising curriculum tailored toward ELLs. We will need per session to pay teachers for this additional planning and meeting time and to pay for ongoing PD with the Internationals Network for Public Schools.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, each discipline team will have developed and implemented one formative task for each grade so that they will be able to have 2 tasks implemented by the end of the year. In February, they will assess the results of this tasks in teams in order to plan the spring task. This work will support our work in developing our the Framework element of Rigorous Instruction in our school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

At the Flushing International High School, we understand the importance of students social-emotional development and have integrated this work into our school through a strong advisory program and college and career access work throughout the 4 years. We consistently score above average in the school environment survey, this year exceeding our target. This is an area of strength for us and is aligned to Supportive Environment in the Framework for Great Schools. One area that we have been working on developing is our restorative justice program and integrating it throughout our school community. Through trainings with the Office of School and Youth Development and a partnership with the Morningside Center and Project Reach, we have been able to train a number of our staff members, develop a series of community principles and create structures to support the work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, the school will have developed and communicated a clear discipline plan aligned to restorative justice principles to the whole community.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A group from across constituencies will work with Morningside Center to develop a draft of a Discipline Plan</p>	<p>Teachers, students, families, counselors, support staff</p>	<p>Sept 2015)</p>	<p>Principal</p>
<p>The PD committee will develop at least 2 PDs with the support of the discipline plan team to share the plan and get feedback and to support teachers in sharing the and getting feedback from students in advisory.</p>	<p>All teachers</p>	<p>October – November 2015</p>	<p>PD committee chair</p>
<p>The counseling team will meet regularly with instructional teams to support advisors and get feedback from them as they work with students in advisory.</p>	<p>All teachers</p>	<p>October-January 2016</p>	<p>Counseling team leader</p>
<p>In the spring, based on teacher and student needs, the student support committee and the counseling department will develop additional professional development in restorative justice for teachers</p>	<p>All teachers</p>	<p>February-June 2016</p>	<p>Student Support committee chair and PD committee chair</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher and Counselor Per session for Coordinating Council meetings,</p> <p>Per session for student support committee members</p> <p>Per session for counselors and social worker (2 counselors, 1 social worker X 2hrs)</p> <p>Per session for facilitating restorative justice work on each team</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February of 2016, a plan will be fully developed and shared with families and the school community for feedback to reach the goal of full implementation by June of 2016. This is aligned to the Framework element of Supportive Environment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Through our use of our online grading system and ongoing collaborative culture, teacher teams regularly use data, student data and a variety of assessments to both support students and plan for next steps. Because we believe in a heterogeneous model for our classroom instruction, this classes for careful scaffolding and differentiating in the classroom. Our classrooms have a wide-variety of ability levels, which therefore calls for projects with well-developed entry points for diverse learners. By focusing on student needs analyzed through our data from Jumprope, teachers can better create projects that gives them appropriate entry points while also helping to prepare them for their final graduation portfolio panels. In addition, because our students are new arrivals, the ELA exam is a particular challenge for them and for us. Usually, our pass rate is about 50%. Because these performance tasks are aligned to the CCLS we believe that the work on them will also help students to do better on the ELA Regents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of students will show growth in all 5 PBAT-aligned outcomes in the different subject areas as a result of discipline teams working together to look at PBAT-aligned student work and data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administration will work with team leaders and discipline teams to support them in analyzing student data connected to the PBAT outcomes in each discipline.	All teachers	Oct 2015 – June 2016	AP and principal
The PD committee will incorporate support for this work in staff-wide PDs, and support for student mentoring	All teachers	Sept 2015 – June 2016	PD committee chair
Teams of teachers will develop formative tasks connected to the graduation PBAT which assess the 5 high-leverage outcomes preparing them for the graduation tasks.	All teachers	Oct 2015– March 2016	Discipline leaders
Teams of teachers will track high-leverage outcomes in content areas and struggling student subgroups who are in need of support in these goals and develop strategies and interventions to help move them forward.	All teachers	Oct 2015– June 2016	Discipline leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Teacher and Counselor Per session for Coordinating Council meetings, Per session for PD committee members Per session for instructional team meetings Technology programs and materials to support intervention classes Per session for teachers, counselors and social workers for RFPs (TBD depending on RFP proposals submitted and accepted)										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, discipline teams will have analyzed data connected to the first task and begun to plan spring instruction based on this data so that both tasks will be implemented by June of 2016. This is aligned to the element of Collaborative Teachers in the Framework for Great Schools.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

Our instruction is based firmly on the Internationals model and as part of that, assessment type and purpose are a critical part of our work. We have worked hard to use our Jumprope grading system, a mastery-based system, and our performance tasks to assess our students’ learning and help provide clear next steps. However, our credit accumulation rate is lower than many in our peer group. According to our last 2 quality snap shots, our credit accumulation rate is in the high seventies - low eighties in years 1, 2 and 3. Therefore, we know that we need to work on assessing students more frequently on a daily basis so that we can intervene before students fall too far behind. We are using the observations cycle with teachers to deepen their understanding of our model and assessment. We want to focus on teacher observations and the connection to our transition to PBATs help strengthen our assessment throughout all classrooms. This work is aligned to the element of Effective School Leadership.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Due to regular teacher observations, targeted feedback and strategic PD, 40% of teachers will show growth on the assessment band of the Danielson rubric by June of 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In early fall, Principal and AP will support instructional team leaders in facilitating the teachers on their team in self-assessing and developing individual goals using the Danielson rubric during their team meetings and aligning them to key areas of the Internationals Model. By October, teachers will develop their annual goals using the research-based Danielson classroom rubrics based on the areas of growth they identified in their self-assessment. The Literacy Coach will meet with teachers that need more targeted support in developing and achieving their goals. In October and November each teacher will meet with the Principal or AP to discuss and refine their goals. After which, the Principal and AP will develop a schedule for regular informal teacher observation.	All teachers	Sept – Nov 2015	AP, principal
The personnel committee will develop peer observations and partner teachers based on their areas of growth. These observations will give feedback on the goals developed from the Danielson rubric.	All teachers	Nov 2015 – May 2016	Personnel committee chair
The Personnel Committee will work with the Professional Development committee to develop at least 1 PD to facilitate the peer observation process.	All teachers	Nov 2015 – May 2016	Personnel and PD committee chairs
Principal and AP will target their feedback towards teacher goals and assessment, setting next steps after each observation for teacher growth.	All teachers	Nov 2015 – May 2016	AP, principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher and Counselor Per session for Coordinating Council meetings, Per session for PD committee members Per session for personnel meetings Per session for staff PD

Coverages and per session for peer observations

Per session for teachers, counselors and social workers for RFPs (TBD depending on RFP proposals submitted and accepted)

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By Feb 2016, goal conferences and first 2 rounds of observations plus the first peer observations should be completed. In addition, we will have completed 1 semester of our PD focus on supporting students in revision and implementing feedback. Peer and administrator feedback will be focused on assessment and feedback. This is aligned to the element of Effective School Leadership in the Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

We know that because our families are recent immigrants, they often feel lost and overwhelmed with the American education system. Most of our families do not speak English and therefore may feel uncomfortable participating in their child’s education. We put tremendous resources into translation services and helping the families to feel welcomed. However, we also know that many of our families work and cannot often come to school to meet with us. Therefore, we use an online, mastery-based system that parents can log into at anytime to track their child’s progress. Now that we have families that are more comfortable using the program, we would like to work on training families to use this system to communicate more regularly with us since we know that they often cannot come in to meetings because of work schedules. We know that we need to improve this area because our lowest category on the Learning Environment survey was in Strong Family-Community Ties from the Framework for Great Schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 25% of families will have used Jumpro.pe to reach out to school using the messaging system or by calling school to follow up on information they see in Jumpro.pe

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In the fall, materials and translations for the grading system will be developed for families and an introductory workshop will be held to train them. During fall parent teacher conferences, students will train families on how to use Jumprope in native language.</p>	<p>All families</p>	<p>October 2015</p>	<p>Team leaders, parent coordinator</p>
<p>A follow-up native language workshop will be developed and completed on how to communicate with teachers or advisors using Jumprope</p>	<p>All students</p>	<p>Fall 2015</p>	<p>Student support committee</p>
<p>A second family workshop will be developed to train more families in the spring. During spring parent-teacher conferences, the parent coordinator will organize student and parent volunteers (who were trained in the earlier workshop) to help facilitate families in logging in to the software to review their child's progress and on how to use the messaging function.</p>	<p>All families</p>	<p>Spring 2016</p>	<p>Team leaders, parent coordinator</p>
<p>Throughout the year, flyers and phone calls will encourage families to log into Jumprope, send messages and reach out to language contacts in the school with questions.</p>	<p>All families</p>	<p>Fall -Spring 2016</p>	<p>Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher and Counselor Per session for parent meetings, Per session for SSL committee members, Jumprope grading system</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By Feb 2016 first two parent workshops will be completed and 10% of families will have used the messaging system with us or have initiated communication based on what they see in Jumpro.pe so that we can achieve our year-end goal of 25% by June and strengthen the Strong Family-Community Ties in the Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Regents, Pre & Post Assessments Achievement Outcomes Unit Grades/Progress Reports Formative tasks	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. Recent immigrant English Language Learners receive after- and before-school tutoring in English, in order to build their literacy skills and improve their ability to participate and complete homework and projects in all of their content area classes.	Students' language is developed in all content areas classes and via after-school programs which emphasize cooperative learning and verbal interaction with peers. After-school programs include College Now, music, Science Challenge, Creative writing, Yearbook, Multicultural Student Squad, Tech Squad, student government.	All students who require extra support for the ELA exam receive before- and after- school Regents prep, Saturday review class or during an intervention class that meets 2X per week.
Mathematics	Regents, Pre & Post Assessments Achievement Outcomes Unit Grades/Progress Reports Formative tasks	All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects. In addition, students use the ilearn platform for extra support.	Small group, individual tutoring and ilearn	All students who require extra support for the Integrated Regents exam receive before- and after- school Regents prep, Saturday review class or during an intervention class that meets 2X per week.
Science	Achievement Outcomes Unit Grades/Progress Reports	All students receive extra academic assistance through increased individualized	Science skills are developed via after-school programs which emphasize cooperative learning	All students who require extra support for to pass their Science PBAT receive before- and after-

	Formative tasks	<p>attention as a result of small class sizes in all core subjects.</p> <p>Before- and after-school tutoring for our most recent immigrant ELL students. Students who require additional preparation for the Living Environment Regents exam will receive small group tutoring before or after school or during lunch-time study sessions.</p>	<p>and verbal interaction with peers. After-school opportunities for students are offered for students who need additional support in completing mandated Regents lab experiments.</p>	<p>school support or an intervention class that meets 1X per week.</p>
Social Studies	<p>Achievement Outcomes</p> <p>Unit Grades/Progress Reports</p> <p>Formative tasks</p>	<p>All students receive extra academic assistance through increased individualized attention as a result of small class sizes in all core subjects.</p> <p>Before- and after-school tutoring for our most recent immigrant ELL students</p>	<p>Skills are developed via after-school programs which emphasize cooperative learning and verbal interaction with peers.</p>	<p>Students who require additional preparation for their history PBAT are offered a 1X per week intervention course and/or after-school or Saturday review classes.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Patterns in Attendance & Lateness, Referrals from teachers, Emotional Issues, Promotion, At Risk situations</p>	<p>Guidance counselors meet in individual sessions with students who exhibit at-risk behaviors, while also meeting with and advising families on free options for more in-depth counseling outside of school.</p> <p>Counselors also meet with teachers weekly to help develop strategies to support at-risk students in class.</p>	<p>Students who are having difficulty adjusting to school meet in small groups with their guidance counselor to discuss school issues and develop strategies for success.</p> <p>Advisory groups and support circles are run by staff to support struggling students.</p> <p>Small group and individual counseling available as needed.</p>	<p>Before or after-school, lunchtime and advisory sessions.</p>

		<p>Other services provided by guidance counselor, social workers, and teaching staff, include condom availability and individual counseling on health-related issues.</p> <p>Our advisory program, where a small group of students meet twice weekly with an advisor to discuss personal and academic challenges. Restorative justice practices are regularly followed to provide students support in advisory. Health topics are also an integral part of the school's advisory program and the school nurse also provides health-related services.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<p>FIHS recruits highly qualified teaching candidates through both the NYCDOE Open Market system, the Performance Standards Consortium and via the Internationals Network of Public Schools, a non-profit organization that oversees and coordinates activities amongst the NYCDOE's 15 International High Schools. Through our membership in this network, we have access to resumes of the school system's most highly qualified pedagogues with vast experience working with ELLs, who solely comprise all of the International High Schools' student populations. In addition, we have close relationships with both Queens College and NYU from which we regularly host student teachers who we can train in our model. Currently, 9 of our staff members were once student teachers at our school.</p> <p>FIHS' rate of teacher attrition is extremely low, due to opportunities for teacher leadership and high quality professional development. Our teacher-led personnel committee invites interested candidates to visit our classes so they can observe students engaged in classroom instruction and to teach demonstration lessons. All constituents of our school staff participate in interviews of promising candidates. Hiring decisions are made using consensus.</p> <p>Our Literacy Coach provides targeted professional development for all new teachers and other teachers on a case-by-case basis. The Coordinating Council, FIHS' ruling body, is comprised mainly of representatives from each of the school's interdisciplinary teaching teams, but also includes representatives from guidance, disciplines, administration, standing committees, students and parents. Thus teachers have great decision-making power in establishing, maintaining and altering school-wide policies. Further, professional growth of all pedagogues is fostered on two levels: weekly subject area discipline meetings and weekly interdisciplinary grade level team meetings. During common prep periods, all teachers of the same subject area discipline meet and follow protocols in order to analyze and provide feedback on each other's curriculum, with a critical eye towards meeting the tenets of the Internationals Approach, as well as the school-wide goals as informed by the INPS rubric. Teachers also meet in their teams weekly in order to discuss student progress. They examine the work of their mutually shared students. In this way, all of a student's teachers come together to discuss his or her progress, as well as look for broader patterns in student learning that can be altered to improve student achievement. Because each team contains at least one ESL-certified teacher, each team member, regardless of subject area certification, learns about ESL strategies to further enhance instruction across disciplines. All teachers also receive specialized training in ESL strategies and working with ELLs through network-wide professional development through the Internationals Network for Public Schools. They provide workshops during the summer, Election Day, and at various times throughout the school year through after-school seminars and teacher intervisitations (peer observations at various IHSs).</p>

2b. High Quality and Ongoing Professional Development

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

We offer a number of professional development opportunities within our school which begins with teacher goal setting. Teachers set goals using the Danielson framework after self-assessing on this rubric. They develop goals based on 3 areas of growth. They are observed a minimum of 4 times per year where they receive feedback and next steps. They are partnered with peers for peer observations to give each other feedback in their areas of growth at least 2 times per year. They meet weekly in subject area teams and also in grade-level teams to plan, share and revise curriculum based on the CCLS and review student work and data connected to the CCLS. In addition, the PD committee plans bimonthly full-staff PD that supports teachers in the Common Core shifts. Finally, we also reach out to our partners, Internationals Network for Public Schools, New York State Performance Standards Consortium, QTEL, Morningside Center and Jumprope for ongoing PD in helping our work to become more closely aligned to the CCLS.

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.

The MOSL Committee analyzed and discussed appropriate assessment measures for the entire school. In addition, they surveyed the teachers in order to receive feedback about the correct assessments to choose. Subject area teams meet a minimum of once weekly to discuss curriculum and assessment. Teams work together with the support of administration to develop assessments to help track student progress. In addition, we have used a standards-based assessment system since 2012, that calls for multiple forms of assessment. Teacher teams analyze data from this system to make changes to instruction and better serve student needs. Students are given multiple opportunities to

achieve learning goals through a variety of assessments. Over the past year, the PD committee, made up of teachers, has worked to create staff-wide PD to support teachers in this work.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	263,244.00	X	Section 5, part 4
Title II, Part A	Federal	0		
Title III, Part A	Federal	40,664.00	X	Section 5, part 4
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,800,757.00	X	Section 5, part 4

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:

- 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.

- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

The Flushing International High School

144-80 Barclay Avenue, Flushing, NY 11355 Lara Evangelista, Principal

Phone (718) 463-2348 Kevin Hesseltine, A. P.

Fax (718) 463-3514

New York City Department of Education

Affiliated with Internationals Network for Public Schools

Parent Involvement Policy (PIP)

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. **The Flushing International High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection 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. **The Flushing International High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, 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, School Quality 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 (SPC)

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Lara Evangelista	Assistant Principal Kevin Hesseltine
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Katie Strauss	School Counselor Toni Mendoza
Teacher/Subject Area Virginia Benayoun/ENL	Parent Maria Comas
Teacher/Subject Area Rosmary Milczewski/Math	Parent Coordinator Jessie Ortiz-Gavilanes
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	9	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	404	Total number of ELLs	362	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	375	Newcomers (ELLs receiving service 0-3 years)	338	ELL Students with Disabilities	7
SIFE	66	Developing ELLs (ELLs receiving service 4-6 years)	36	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	338	98	6	36	3	0	1	1	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										35	54	32	31	0
Chinese										57	40	31	28	0
Russian										1	0	0	1	0
Bengali										4	5	3	4	0
Urdu										1	0	0	1	0
Arabic										2	1	2	3	0
Haitian										1	0	0	0	0
French										0	0	0	2	0
Korean										4	1	1	1	0
Punjabi										1	0	0	0	0
Polish										0	0	1	0	0
Albanian										0	0	0	0	0
Other										7	10	7	3	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										65	45	29	15	0
Emerging (Low Intermediate)										18	18	18	21	0
Transitioning (High Intermediate)										13	23	8	14	0
Expanding (Advanced)										14	21	16	17	0
Commanding (Proficient)										4	4	11	10	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													20	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	0	1	19	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	122		55	
Integrated Algebra/CC Algebra	149	66	101	27
Geometry/CC Algebra	5		5	
Algebra 2/Trigonometry	5		5	
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 For newcomers and SIFE we initially use the LENS assessment to assess our students' literacy skills in their native language. We also use teacher-created assessments to provide us with each student's grade level in reading comprehension, writing, speaking and listening skills. The results offer a breakdown of specific areas of strengths and weaknesses, so we can gear our instruction toward helping the student in areas of academic need and tailor extra help specifically geared to those students. The teacher made assessments allow us to assess student's decoding skills, vocabulary and comprehension. The results of these assessments are shared with our content area teachers. This information helps inform our school's instructional plan, allowing us to design curriculum to address the specific needs of students. This data is used to inform our curriculum, instructional approaches and interventions. Our teachers work to develop reading and writing skills through all content areas. Through this consistent reinforcement of reading and writing in their classes as well as in our afterschool and Saturday programming, students see improvement, in their scores over time. We are also using formative assessment tasks based on the Internationals Network Graduation portfolio rubrics. This data, along with that culled from our intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). This data provide teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. Furthermore, by using a standards based grading system, it allows teachers to track students' growth in specific learning targets in all modalities and make informed decisions to help adjust instruction around language acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSESLAT data indicates that the majority of our incoming class are beginners. However, over the course of their 4 years most of our students improve in their literary skills.
 An analysis of our NYSITELL and NYSESLAT results for the school reveals several things:
 - Our population is incredibly heterogeneous in terms of language ability.
 - Most students classified as beginners and intermediates are situated in the lower grades (9 and 10) while most students deemed advanced and proficient are in the higher grades (11 and 12).

- c) The vast majority of students show improvement in at least two of the NYSESLAT language modalities.
- d) Our NYSITELL data indicates that although most of our new arrivals test as Beginners and nearly all score very low in listening, reading, and writing, after this, the most crucial pattern we see is one of improvement.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school uses state and city data regarding our Annual Measureable Objectives (AMO) to identify subgroups that need extra support in order to achieve success.

- We use the tool so that as we identify specific subgroups and the areas in which they need support (i.e., Asian subgroup needing support on ELA Regents), we inform our instructional teams and a plan for support is devised; this happens in the form of extra support, the use of native language tutors for those students continuing to struggle, peer tutors and meetings with parents to inform them of the support plan.
- Our Coordinating Council, made up of representatives from the school, meet to analyze "Scholarship Report" data from our specific support plans in working with students involved in our AMAO outreach. The data we analyze charts the progress of these students in their different classes.
- Professional development workshops are created and implemented regarding specific techniques and sharing of best practices related to meeting the needs of students in relation to the AMO. These workshops include topics such as "writing across the curriculum" and "preparing students for the ELA in all content areas."

4. For each program, answer the following:

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

a) The patterns across proficiencies and grades is one of growth and improvement. As stated above, this bears out in the NYSESLAT but also on other assessments, exams and portfolio assessments across proficiencies and grades. As members of the Internationals Network for Public Schools, which is a network of schools who have been granted a variance which allows for portfolio based assessment in lieu of the NYS Regents exams, we only administer the New York State ELA Regents exams and Integrated Algebra Regents. Although our students are given the opportunity to take the IA Regents Examination in their native language (and for other exams before the waiver), students have chosen to record their answers in English. Most students use the side-by-side translations to help them complete the work in English. As students move through our program and in the older grades they tend not to use the translations or request them, even when they are available.

b) Using Periodic/interim assessments to inform instruction:

The International High School at LaGuardia is currently using the Internationals Network for Public Schools rubrics to design and access baseline and benchmark projects that help teachers to inform instruction and monitor students' progress. Baseline and benchmark assessments will be done in all subject areas and in all grade levels this school year. These assessments are aligned to the INPS rubric in each discipline area (literary essay, research paper, mathematical application project and original science experiment).

The indicators use of interim progress and accomplishment are that:

- 9th, 10th, 11th and 12th graders will have a baseline assessment administered in the fall semester.
- Subject area teacher will provide feedback to student on baseline assessment.
- 9th, 10th, 11th and 12th graders will have a benchmark assessment administered in the spring semester.
- All 10th and 12th graders will work with a mentor teacher throughout the year on portfolio projects.
- 9th, 10th and 11th grade interim portfolio will be held 2x during the year.
- 12th grade graduation portfolio is the final assessment with the NYS Performance Standards Consortium's rubrics.

c. From our periodic assessments, we have learned that students of all levels struggle with organizing their writing and using evidence and examples to support their ideas. Department teams of teachers are meeting weekly to share instructional strategies and plan instructional changes which can quickly be implemented in their classrooms. These will also be used to formulate modifications to classroom level instruction and to inform curriculum decisions. Teachers use native language assessments to determine literacy areas where the students may be struggling and to demonstrate understanding of content. A native language assessment is part of the 10th grade interim portfolio packet and presentation. An analysis of formative assessment scores and ELA Regents performance has shown correlation. Our formative assessments are predictive of ELA Regents performance. As a result, students who do not fare as well on the formative assessments can be given interventions and supports earlier.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: We do not have grades K-5 at our school.

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

As part of the Internationals' Network for Public Schools (INPS), every child's second language development is at the core of all of our instructional decisions. As such, INPS schools have five core principles, including:

- Heterogeneity and collaboration: schools and classrooms are heterogeneous and collaborative structures that build on the strength of each member of the school community to optimize learning.
- Experiential learning: expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.
- Language and content integration: strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program.
- Localized autonomy and responsibility: linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.
- One learning model for all: every member of our school community experiences the same learning model, maximizing an environment of mutual academic support. Thus all members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.

Therefore, based on this Internationals Approach, students' backgrounds are viewed as assets in the classroom.

- Foreign transcripts, parent home language survey, NYSESLAT, NYSITELL, ELA, and academic content class grades/teacher feedback are all used to inform us as to the child's academic history and background, assisting us in developing an individual academic support plan for a student.
- Important information from Home Language Survey, parent interviews and information on the child's education history are shared with the child's teachers so that teachers take this data into account when developing instruction.
- Second language development techniques are "turn-keyed" by the resident, certified ESL teacher on each instructional team.
- All teachers on instructional teams design inter-disciplinary units collaboratively, incorporating ENL strategies and developmentally appropriate activities into each activity, unit and assessment. In doing so, all content area teachers are building student language skills.
- The principal and principal's cabinet direct instructionally-based, teacher-led committees such as the "Teaching and Learning Committee" to revise rubrics and design professional development workshops revolving around curriculum that is designed to integrate language and content in order to facilitate language development in our ENL students.

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

- Graduation rate
- Course pass rate
- Regents pass rate
- Attendance rate
- Learning Environment Survey-student results
- Learning Environment Survey -parent results
- Learning Environment Survey-teacher results
- Drop out rate
- College Now class passing rate
- Portfolio passing rate

Internal quarterly scholarship reports

The Flushing International High School is part of the Internationals Network for Public Schools which is a network of schools who have been granted a variance which allows for portfolio-based assessment in lieu of the New York State Regents Exams. We only administer the ELA Regents exam and Integrated Algebra Regents exam, which is why these are the only Regents we have included.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All students admitted to The Flushing International High School from a New York City junior high school are recently arrived immigrants who have scored at the beginner or intermediate rate on the NYSESLAT. The families of new admits, from out of the state or, most frequently, from their native country, are first administered the HLIS by our Guidance Counselor, Toni Mendoza, who is also a certified ESL teacher. She then conducts an informal oral interview as additional information to help determine if the student is an English Language Learner. For example, she asks the student and family what language they speak at home, what language the student was educated in, whether the student speaks or has studied any English, etc. Toni administers the HLIS and conducts the informal interview in Spanish herself since she has a bilingual extension or with the assistance of a translator, if needed, in their native language. On staff, we have translators available in most of our major languages, Spanish, Chinese, Korean. New admits then take the NYSITELL within ten days of admission and for those students who are initially identified through the interview process as having had some interrupted education, they are given the LENS assessment. Toni Mendoza administers the Spanish Lab to Spanish-speaking students within that same time frame. Certified ESL pedagogues, Erin Dowding or Katie Strauss, administer the NYSITELL. Our AP and ELL Coordinator, Kevin Hesseltine, monitors the intake process including the administration of the NYSITELL and is notified of each newly admitted student so they can be tested within the ten-day period. Bilingual interpreters are available on site for the overwhelming majority of our students’ native languages. In addition to Spanish, Mandarin, and Korean, pedagogues on staff speak French, Russian, Hindi, Tagalog, Portuguese, Italian, Japanese, Nepali and Cantonese. In other instances, we utilize the NYC DOE’s Translation and Interpretation services for completing these required intake procedures with over-the-counter admissions; All ELLs, as identified in ATS through the RLAT report, take the NYSESLAT during the spring testing period as required by NYS regulations. Kevin Hesseltine prints out the RLAT and RLER (for very recent new admits) reports to determine eligibility. These lists are distributed to the ESL teachers on each instructional team to ensure that within 10 days, all ELLs are tested. This process ensures that all of our ELLs are tested. Students who are absent for any part of the test are tested during a series of make-up sessions.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

All new students are given a SIFE questionnaire and provide a writing sample during the summer orientation for new students prior to the start of school in September. The questionnaire and writing sample are administered by an ESL licensed pedagogue. During the first week of school in September, the instructional teams review all SIFE questionnaires and writing sample to determine which students will need further support. In addition to the writing samples and SIFE questionnaires, teachers are asked to observe all new students during the first weeks of school and then make recommendations to the SIFE Committee of any students whom they feel should be further evaluated. Students who are initially identified as SIFE through the intake interview, questionnaire, or student work observation process are given the LENS assessment. The work is reviewed by the SIFE committee. The SIFE Committee consists of Virginia Benayoun and Natalie Solomon, both ESL licensed pedagogues, Katie Strauss, a Special Education and ESL licensed pedagogue, ESL-licensed pedagogue and school counselor Toni Mendoza and Assistant Principal Kevin Hesseltine, also ESL licensed. Once the SIFE determination has been made by the SIFE Committee, the Assistant Principal, Kevin Hesseltine, will make sure that the initial SIFE status is indicated on the BNDC screen no later than 30 days from the initial enrollment. The SIFE Committee will meet monthly to discuss if the status of the initial SIFE status of new students needs to be modified for up to one year of the students’ enrollment. If the status of any student needs to be modified within one year of enrollment, the Assistant Principal, Kevin Hesseltine, will make the modification on the BNDC screen in ATS. In addition, if a student receives a score of intermediate/transitions or higher on the NYSESLAT the SIFE status will be removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a new student enters our school with an IEP, our Language Proficiency Team (LPT) becomes involved with the identification of the student as an ELL to determine if the student is eligible to take the NYSITELL. The LPT team consists of our Assistant Principal Kevin Hesseltine; Toni Mendoza, a certified ESL pedagogue and school counselor; Katie Strauss, a certified Special Education teacher and ESL pedagogue, the individual student’s parent/guardian and a qualified interpreter or translator. We are also supported by the director of Special Education in our Affinity Group when needed. If we do not have a qualified interpreter or translator on staff then we utilize the Translation Unit to provide over-the-phone translation services in the student and parent/guardian’s preferred language. In order to make the determination of if the student should take the NYSITELL, the LPT looks at a series of factors which indicate the student’s English language development based on the HLIS interview, the results of an individual student evaluation in the student’s preferred language as described in CR Part 200.4(b)(6), information provided by the Committee on Special Education as to whether the student’s disability is the main factor determining whether the student can be proficient in English as well as looking at the history of the student’s language use in school and at home. The use of the appendix of EPRG is used when needed for SIFE identification.

After gathering evidence, our LPT team will meet to determine if the student may have second language acquisition needs and therefore must take the NYSITELL or whether the student's disability is actually the main determining factor affecting the student's ability to become proficient in English and that the student should not take the NYSITELL. If the LPT team reaches the decision that the student should not take the NYSITELL because the student does not have English language acquisition than the LPT team sends their recommendation to the principal. After looking over the evidence the principal will either accept or reject the LPT team's recommendation. If the principal rejects the LPT decision than the NYSITELL will be given to the student. However, if the principal agrees with the LPT and after reviewing the evidence feels that the student should not take the NYSITELL than that recommendation is sent to the superintendent for a final decision.

Once the superintendent sends back a final decision, we have three days in which to notify the parent of that decision in their preferred language. If the superintendent decides that the student must take the NYSITELL, we have 5 school calendar days to administer the NYSITELL. Finally, the Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Toni Mendoza, our guidance counselor and ESL-certified teacher, is responsible for the entitlement letters . She with the assistance of Parent Coordinator Yessenia Ortiz-Gavilanes, mails home to parents the entitlement letter in their preferred language once the NYSITELL score is available. The AP/ELL coordinator, Kevin Hesseltine and Toni, with assistance from Yessenia, ensure that continued entitlement letters are sent home in subsequent years using the results of the spring NYSESLAT exams. Copies of entitlement letters, nonentitlement letters and continued entitlement letters are kept in a binder in the main office and in the student's cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents of incoming students will be informed that they have the right to appeal their student's ELL status within 45 days of enrollment during the initial intake session and by letter and phone call in their preferred language after their ELL status is determined. The parent coordinator, Ms. Jessie Ortiz-Gavilanes, will follow up with a phone call in the families preferred language to the home of all students taking the NYSITELL within 10 days of the initial entitlement and non-entitlement letter informing parents of that they have the right to appeal their student's ELL status within 45 days of enrollment. Copies of letters are maintained in a binder in the main office and in the students' cumulative folders.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

Parents choose one of the three NYCDOE program models. If parents choose an ESL program for their child, we place that student into our ESL program. If parents choose otherwise, we help the families facilitate a transfer to another school. If a survey is not returned then the default choice is for a bilingual program. Should the number of parent selections for either a dual language or bilingual TBE model reach the required number, we will consider opening a bilingual TBE or dual language program at our school, per regulations found in CR Part 154. Copies of the forms are kept in the office and are regularly updated by office staff on an Excel sheet. The ELL coordinator, Kevin Hesseltine, routinely analyzes our Parent Choice Forms for trends and would work with the parent coordinator and our in-house translators to reach out to families who had previously requested a TBE or dual language program if one becomes available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When parents meet for their orientation and initial intake interview and are informed of all three program models the parents are given the Program Survey and Program Selection to complete in their preferred home language to enable parents to indicate their program choice. Although parents are informed that they must complete and sign the form within five school calendar days, we have the parents complete the Parent Survey and Program Selection form in a timely manner by having the parents complete the form at the time of their initial intake meeting. As Program Selection forms and parent surveys are submitted to our Guidance Counselor Toni Mendoza, copies are made and originals are filed in students' cumulative folders. Our office staff keeps and maintains the copies in a binder in the main office. A check-list of all new students are kept in the folder and students are checked off by our family worker to ensure that the Program Selection forms and surveys are returned. The AP/ELL coordinator periodically reviews the folder to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. For families that have chosen a program we do not currently offer, we keep the information on file in the main office. Should the program become available, the parent coordinator will contact families in their preferred language to let them know that they can switch their child into that program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If for any reason the parents have not returned and signed the completed Parent Survey and Program Selection forms within the five calendar school days their child is placed as an ENL, the school then follows up with phone calls in the families preferred language. The parent coordinator is responsible for reviewing the list of families that have not yet returned the form and then reaching out to them one-by one. If contact cannot be made by phone, registered letters are sent home in the family's preferred language in order to obtain the signed forms from the parent. All of these are done to reach out to the parent in an attempt to receive the signed forms. If contact is made the families are asked to come in to complete the form with the parent coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Kevin Hesseltine of all ENL students who should be exited from ELL status. Then, the parent coordinator sends Non-Entitlement/Transition letters in the preferred language of the family to the parents of the students who have exited the program. Letters are also given to students by their advisors in advisory and explained to them so that they can share and explain the letter with their parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Each student's Parent Survey and Program Selection forms are kept in the students permanent cumulative record file located in the guidance office. The non-entitlement and entitlement letters (for each newly identified ENL student) are also maintained in the student's cumulative permanent record folder located in the guidance office. In addition, copies of the non-entitlement and entitlement letters (for each newly identified ENL student) as well as copies of the program selection forms are kept in a central file in the main office.
11. 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.

All ELL's, as identified on the RLER and RLAT report in ATS, take the NYSESLAT during the spring testing period as required by NYS regulations. Every effort is made to attempt to have students who are absent for any part of the test make it up during a series of make up sessions. The school's goal is always to test every ELL in the school. Nearly the entire school is made up of ELLs, we determine NYSESLAT eligibility through ATS using the RLER report. Therefore, all students are given reading, writing, listening on the same day early in the testing period. Speaking is done over the course of the month by the certified ESL teachers in our school by pulling out students one-on one. Absent student are made up on make-up days. The following pedagogues administer the NYSESLAT: Kevin Hesseltine, Toni Mendoza, Virginia Benayoun, Erin Dowding, Kevin Marquez, Timothy McCarthy, Althea Brutus Garraway, Natalie Solomon, Katie Strauss and Tony Tsai.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the school receives the results of the spring NYSESLAT exams and the ELA regents exams, a list is prepared by the Assistant Principal Kevin Hesseltine of all ENL students who should continue with their ELL status. Then, at the start of the new school year in which the student continues to be entitled, the school sends Continuation letters to the parents of the students who will continue in the ENL the program. The Continuation Entitlement letters are sent out in the parent's preferred language whenever possible. In addition, the parent coordinator sends out transitional support parent notification letters to appropriate students in the family's preferred language.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our school uses the language development model, the Internationals Approach, which is classified as a Free-Standing ENL instructional program by the DOE. Our parents have requested Free-Standing ENL. Our school monitors the trends in the parent choice letters by carefully examining each parent choice letter and recording the selected choice. Based upon Home Language Survey forms and the parent choice letters gathered over the past 5 years the trend clearly shows that over 95% of our parents have clearly chosen the ENL model for their children. The data provided by the Home Language Survey and parent choice letters collected from parents clearly supports this trend and is aligned with parent requests. We clearly explain the various options available to parents and if necessary an interpreter is present to be sure that the parent understands the options. The HLIS and selection form data clearly shows a trend in parent choice for the ENL model. According to the HLIS and selection form data, 100% of our parents choose the ENL model. Therefore, the program models at our school are aligned with parent/guardian requests. If a parent/guardian requests a TBE or Dual Language program and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school. We monitor the selection form to insure that if we do get a sufficient number of requests we would open another kind of program and notify the parents who had requested it in the past that they program was now available if they wanted to move. Since we have opened 10 years ago, most parents have requested ESL, which is what we offer at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

. Instruction:

Instruction at our school is delivered collaboratively by teams of four to six teachers who work to plan instruction for groups of approximately 75-100 students. While teachers are responsible for teaching their own individual classes, they plan curriculum jointly and occasionally team teach classes as well. Each group of students is block programmed and those students travel together throughout the day. Within their blocks 9th and 10th grade students are on three distinct interdisciplinary instructional teams while 11th and 12th grade students are on distinct instructional teams. The blocks are heterogeneous but at various times teachers may choose to group students within the block homogeneously if that suits the students' and block's needs for a specific project or learning activity. Teachers also use these blocks to take advantage of learning opportunities outside the building at such places as museums, cultural organizations, and other community organizations

Integrated and Standalone ENL are implemented in the following way: Beginning/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL (with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area. Intermediate/Transitionsing will receive 180 ENL minutes per week which consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week which consists of 180 minutes of integrated ENL/ELA or other content area. Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week which consists of 90 integrated ENL/ELA or other content area. Teachers will be dually certified in ELA and ENL in order to meet the mandate.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

As per the new CR Part 154 requirements, beginning September 2015, students will be carefully programmed to receive the mandated ENL and ELA instructional minutes based on new proficiency guidelines. Beginners/Entering students will receive a minimum of 540 minutes of ENL per week (this consists of 180 minutes of ENL standalone, 180 minutes of integrated ENL/ELA and 180 minutes of standalone or integrated ENL with ELA or any other content area). Low Intermediates/Emerging will receive 360 minutes of ENL per week (this consists of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA and 90 minutes of standalone or integrated ENL with ELA or any other content area.) Intermediate/Transitioning will receive 180 ENL minutes per week (this consists of 90 minutes of integrated ENL/ELA or other content area and 90 minutes of standalone or integrated ENL with ELA or any other content area). Advanced/Expanding will receive 180 minutes of ENL per week (this consists of 180 minutes of integrated ENL/ELA or other content area.) Proficient/Commanding or students who are former ELL's will receive 90 minutes of ENL each week (this consists of 90 integrated ENL/ELA or other content area.)

We have a series of delivery models to ensure that each student receives these mandated ENL and ELA minutes through discrete ENL classes as well as many classes taught by dual certified ESL/content area teachers. (ie: teachers who have dual certification in both ESL and a content area such as ESL/English, ESL/Social Studies and ESL/Biology certification.) Each instructional team includes at least one teacher who is licensed in ESL; in addition, all of our content area teachers are trained in language development and ESL methodologies and encouraged to pursue ESL certification. The school schedule and teacher programming ensure that all entitled ENL students receive the mandated number of minutes required according to CR Part 154. In addition to our regular content curriculum all ELL students are given extra ENL instruction in order to meet the number of minutes they require of ENL instruction each week.

3. Describe how core content is delivered in each program model. 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.

At The Flushing International High School our ESL teachers as well as all of our content area teachers provide content area support for ELL's through all content area classes. All students take math, science, social studies, and ESL and/or English every year. Although the language that teachers use from the front of the room is English, the language of instruction for specific projects and on any specific day is collaboratively determined – students use both English and their native languages to explore content and the locus of control for language is student-driven by the content and the students' needs. Instruction is not unidirectional from teacher to student in our school. Students work in groups to complete collaborative tasks that both develop language and content knowledge.

The instructional method used in delivering content area instruction is through the Internationals Network for Public Schools (INPS) Approach. This research-based instructional approach utilizes five strategies which foster language development and meet the demands of the Common Core Learning Standards. They consist of heterogeneity and collaboration, experiential and project based learning, language and content integration, localized autonomy and responsibility and one learning model for all. A variety of instructional materials are used such as: laptops, library books, work books, dictionaries and teacher-generated activities. The educational principles of The Internationals HS at LaGuardia include an approach to curriculum that is student-centered, inquiry-driven, and project-based, revolving around themes and essential questions that provide a balance between content and English language skill building. Small, heterogeneous grouping within classes provides a powerful vehicle for English acquisition, wherein students from diverse language backgrounds use English to accomplish a given task, drawing on their native language as a resource. Language and literacy are developed through interaction with peers and teachers about meaningful ideas in authentic context. In order to provide our students with native language support in the content area we provide our students with bilingual dictionaries, peer group support, native language texts and projects to assist in the classroom.

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

meets students' needs. This professional development is ongoing and sustained from year to year and has focused on the past few years on aligning all of our curriculum to the Common Core.

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

ELL's are appropriately evaluated using the instructional strategies as described in Question # 6 (a-e) below. At orientation, incoming ELL's are given a native language assessment. For more common languages, students on intake are administered paperwork in native language and are interviewed. Spanish speaking students are administered the Spanish Lab and our native language staff can give feedback on projects and assessments. For languages where we don't have formal assessments in place, we rely on community partners, peers and families for feedback throughout the year. At Flushing International HS, we greatly value students' native languages. All of our interdisciplinary classes have native language components to them. We have a comprehensive native language performance-based assessment which all of our ELL students must complete.

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

Our ENL program is taught through content area courses. All of our class periods are 60 minutes in length. Therefore, our programs exceeds the 540 minutes per week of ENL instruction required for Beginner/Entering students; the 360 minutes per week required for Low Intermediate/Emerging students; the 180 minutes per week required for Intermediate/Transitioning students; the 180 minutes per week required for Advanced/Expanding students and the 90 minutes per week required for Proficient/Commanding students. All of our classes are content area ENL and differentiated ENL instruction.

Key to the International's model is ensuring that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year, reading, writing, speaking and listening. The vision of The International High School is to enable each of our students to develop the linguistic, cognitive and cultural skills necessary for success in high school, college, and beyond.

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

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

All of our ELL students are assessed using formal PBAT portfolio assessments as well as informal class projects which assess the four modalities of reading, writing, speaking and listening. ELL students continue to be assessed throughout their four years by portfolio projects (PBAT's) which are required in all classes and Core subject areas. The rubric used to evaluate these projects and the performance tasks that are created and administered assess all students in the four modalities of reading, writing, speaking and listening. In addition, all students take the ELA exam in their 11th or 12th grade on three of the modalities. Since our school is comprised of entirely of English Language Learners (or former ELLs), all the teachers work towards attainment of content and language development in their classrooms. As our school has collaborative team structure, teachers meet on a weekly basis in their interdisciplinary teams as well as in disciplinary teams. Teachers plan their curriculum with each other's supports and share their best practices. Every team has minimum two teachers certified in ESL. Our school's instructional model is project based instruction which involves teaching content through language integration at each level. We use a mastery based grading system where students are evaluated formally and informally on the content as well as language outcomes. These language outcomes are shared across teams of teachers and focus on all the four modalities: listening, speaking, writing and listening. Besides developing their language through project based instruction, our students engage twice each year in formal and authentic assessments. These formative assessments are presented through portfolio presentations of common core aligned projects. Every student defends his or her products of experiential learning through oral presentations supported by evidence from the written work.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status
- a) Instructional plan for SIFE Students:

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

- b) Instructional Plan for Newcomer ELL Students:

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

c. ELLs receiving services for 4 to 6 years are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic, and ethnic backgrounds. Instruction in all classes is project-based and incorporates multiple strategies for the acquisition of both language and content, including: layered curriculum, leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Also, testing accommodations such as extended time and use of bilingual glossaries are given.

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

e. While our students who reach proficiency on the NYSESLAT are no longer considered ELLs, they are still in need of language development. Our instructional model, the "Internationals Approach," insures that these students continue to develop their academic language alongside their ELL peers in our heterogeneously mixed classes. Teachers differentiate their project-based curriculum so that all of our students, ELLs and former ELLs alike, are being challenged in reading, writing, speaking and listening at their level of proficiency. Former ELLs also receive the appropriate testing accommodations including extended time, use of bilingual dictionaries and translated versions of the test in their native language when available. Also, testing accommodations such as extended time and use of bilingual glossaries are given and used for up to 2 years after they exit ELL status.

- 7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In order for the school to ensure that the student's academic progress has not been adversely affected by the re-identification appeal the following actions will be taken: The principal, Lara Evangelista will review the Re-Identification Process decision between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and student. The principal will meet with a qualified staff member from the student's instructional team as well as the

parent/guardian and the student. Based on these discussions and consultations, if the principal feels that the student may have been adversely affected by the determination, than the principal will make sure that the school provides the student with any necessary additional support. The principal may also reverse the determination within the 6-12 month period if she feels that the student was adversely affected by the determination. If the principal decides to reverse the ELL status of a student than she will consult with the superintendent. The parent/guardian, and/or student must be sent notification of the final decision in writing in the parent's preferred language within 10 school calendar days.

8. 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?

The guidance counselor, Assistant Principal and Special Education teacher review all IEP's for ELL-SWD's to ensure that all IEP mandates are being met and to ensure that the ELL-SWD student receives the appropriate program in the least restrictive environment. After reviewing the mandates of the IEP, the full team of teachers meet with the Special Education teacher to discuss specific instructional strategies that would prove valuable to the growth of the ELL-SWD student and follow the mandates of the IEP. The team along with the guidance counselor, Assistant Principal and Special Education teacher ensure that all of the mandates in the IEP are carried out. If additional support is needed the student is provided with additional support services as per the IEP. Students are expected to meet the same standards as their classmates and teachers create scaffolded curricula that is age and grade appropriate that all students are expected to master.

The ELL-SWD students who may have learning needs undiagnosed in their home country, have been here a short time and are only beginning to learn English, and/or have experienced serious disruptions and inadequacies in their earlier academic preparation are addressed by creating instructional opportunities geared to their needs. Students with Individualized Education Plans (IEP's) receive full support from the instructional teams to which they belong. Those students are included in mainstream classes, and receive additional services in language, counseling, and adaptive physical education. In biweekly meetings, the teachers of our instructional teams meet to review the progress of these and other students. Teams of teachers along with the guidance counselors meet regularly throughout the semester to review the progress of each student in accordance with their specific IEP.

Some of the specific instructional strategies for ELLs depending on the requirements of their specific IEP's include: Teachers, guidance counselors and special education teacher meet regularly to discuss the individual needs of the ELL-SWD student. Once students have been identified as ELL-SWD and a program has been established following the mandates of their IEP, the challenge is to find ways to teach the student the skills they require while also teaching the student to read, write and speak English and acquire content knowledge when they may have limited, if any academic skills, have specific disabilities as described in their IEP and may have serious affective issues as well. In order to service the ELL-SWD student in the least restrictive environment, students are mainstreamed into the regular academic class and each team provides extra services: including one-on-one work with a paraprofessional, small group instruction and after school tutoring. School-wide, a Saturday enrichment program has been established, and changes in student programs are made to allow the student time to meet with the necessary special service provider depending on the students specific needs.

Teachers regularly use technology to support students, including the use of smartboards and laptops in the classrooms. Technological tools that function as assistive technology such as timers, audio players and recorders, calculators and reading guides help to scaffold and support students to meet the standards.

Other strateiges include scaffolding students' work in the regular heterogeneous classes for most of the school day by developing collaboration between the special education teacher or service provider and the content area teachers. A team teaching approach would be used in which the special education teacher plans with the content area teachers to map out strategies an best practices and to access the students strengths and area which still need imporvoement.

If necessary, ELL-SWD students are expected to attend extra after school home work sessions and are also enrolled in our weekly Saturday Explorers Literacy Program which servies to enhance their literacy skills through exploration of NYC and its environment.

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

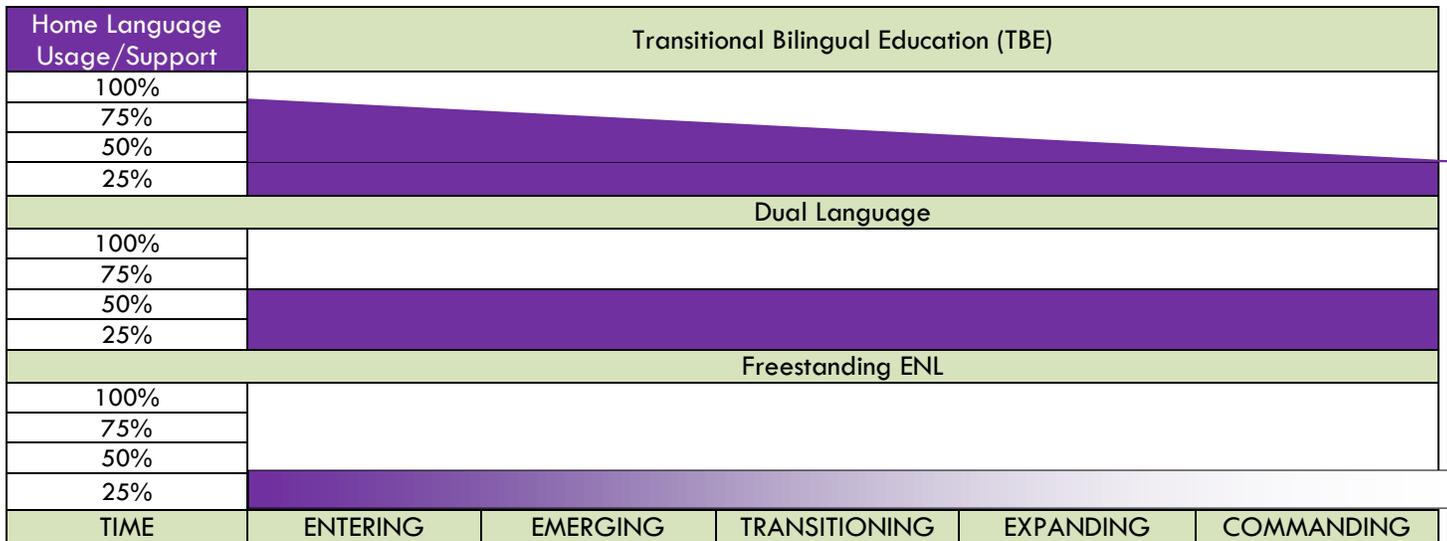


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

All of our targeted intervention programs are geared towards supporting all of our ELL subgroups; teachers running these programs implement the “Internationals Approach” in all of them, meaning that a translanguaging approach is used where students use both English and Native Language to access and understand content:

- Sustained Silent Reading (SSR) program: 60 min 2x a week younger ELLs are programmed for a regular reading period in which they are assisted in choosing appropriate texts and supported in their independent reading.
- Saturday Explorer’s Club – Twice monthly, 2-3 faculty members provide a small group of SIFE students with experiential learning opportunities at various NYC sites with cultural, historical or educational significance. Activity guides designed by teachers specifically for each site visit promote literacy, language development, and numeracy. These trips are conducted in English
- Intensive Senior Institute Seminar, Math – Students struggling with basic math and numeracy are mandated for this course that meets 2x a week. This class is taught in English.
- Intensive Senior Institute Seminar, ELA – Basic language and literacy skills are integrated into this seminar that struggling older ELLs are mandated for. This class meets 2x a week and is taught in English.
- Team Intervention Period – Once weekly struggling students have small group and one-on-one time with their teachers to receive on-going support with their classwork.
- Regents Prep classes – Older ELLs who have not yet passed the Integrated Algebra or ELA Regents Examinations are offered Regents preparation classes taught in English.
- Queens College/CUNY “College Now” – Approximately 40 of our students also participate in a Saturday program specifically designed for ELLs to provide content and language development support in ELA, History, and Math.
iLearn NYC: targeted online credit recovery
Credit intervention classes: offered 3x per week to support students in meeting class outcomes that they have not yet mastered and/or completion of course extensions.
- Student Community Involvement—ELL students have opportunities to do community service, research projects, and leadership training. This will culminate in their understanding of social issues that pertain to immigrant populations and thus enhance cultural awareness, social learning and a positive adjustment to American society. Every year, all 11th grade ELL students participate in an internship/career readiness program. These are all supplemental activities which will aid our students in acquiring English through a variety of community involvement activities. This targeted intervention targets students in all content areas but gives special emphasis to the content area of Social Studies.

Before/After School Tutoring-content area teachers in Social Studies, the students native language, English, Math and Science. Content area teachers in Social Studies, English, Math and Science provide support to students in all sub-groups in small group settings for one to two hours per week. Although all students may avail themselves of Before/After School tutoring the main ELL sub-gropus which are targeted are the SIFE students, Newcomers and ELL-SWD students. This not only includes students who are having difficulties with their class work but also provides assistance for students who are working on their 10th grade and Senior Graduation portfolio projects which include their social studies research paper, native language project, math project, science project, English literary essay, creative project as well as their mastery statement. These classes are taught by licensed pedagogues in the content area. Native language support is provided to students in all of the above mentioned intervention programs through the use of bilingual pedagogues, student peer and college mentors who share a common native language. In addition, bilingual dictionaries and multi-lingual computer software are utilized as well.

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

Evidence of effectiveness in our model is displayed through data such as 70% four year grad rate and a 82% six year grad rate for our students for the 2014/2015 school year. The effectiveness of our language and content integration program is monitored by our alignment to the Internationals Network rubrics and its Core Values. Through heterogeneous groupings and collaborative activities that require students to use English as a vehicle for communication to complete rigorous, inquiry based projects, students' language and content knowledge is being developed simultaneously.

- The graduation portfolio rubrics are used to assess student growth in both content and language progress and knowledge. Instructional teams develop projects and curriculum units that address both the linguistic and content needs of the students. Departments develop inter-disciplinary and content-specific academic vocabulary and concept lists, with students being required to use this language in both oral presentations and written work. The culminating assessments of this academic vocabulary and content scaffolding are Performance Based Assessments required of the students in each of their subjects, some of which (Literary Essay, Research Paper, Math and Science) are part of our graduation requirement. Academic as well as non-academic programs that our school offers are designed and instructed to further the big goal of our school, which is to support students in their content as well as language development. The College Now programs support students in attaining credits and prepare them for the expectations of the college level instruction. The disciplines of Math, Science, Social Studies, English and Art support students in recovering credits in

the specific disciplines where they are struggling or in doing more challenging work to enhance their skills based on the mastery based grading system our school adopted. These programs also prepare students to take the Regents Exams while engaging them in project based experiential learning as per INPS standards. All the programs offered are targeted towards and suit the needs of students ranging from beginner ELLs to advance ELLs. The SSR, Explorers Club, Team Interventions classes are targeted towards supporting mainly beginner ELLs but are not restricted to them at the same time College Now and Intensive Senior Institutes are catered towards enhancing the development of Intermediate to Advance ELLs.

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

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

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

We do not plan to make any cuts in our programs or services pending any change in the budget.

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

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

- ELA and Math Regents Review for ELLs
- Science Challenge (after-school program)
- Creative Writing Group
- Drama Club
- English Language Game Club

After-school homework help (3X per week)

Theater Development Fund

Chess Club

Student Government

Multisquad

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

- QTEL Institute curricula (language)
- Internationals Network for Public Schools curricula (provides language and content materials)
- History Alive! and Facing History curricula (history)

Core curriculum for NYC high schools (content materials)

- Technology including:
 - o iMovie, Final Cut Pro (digital editing software)
 - o Garageband
 - o iPhoto
 - o Microsoft Office applications
 - o SMART Boards in all classrooms
 - o VoiceThread
 - o Google Documents and Google classroom

iLearn Desire to Learn

Achieve 3000

Aventa online curriculum (Spanish and English)

Various native language texts (mostly Chinese and Spanish) in Global History, Living Environment, math and literature

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

Native language skills are a valued aspect of all subject area classes. Students are required to complete a Native language project as one component of their graduation portfolio. This native language project is an informational, communicative or creative piece in a language other than English, along with a written explanation of the piece in English.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our instructional teams meet regularly to ensure that required services and supports correspond to ELLs' age and grade levels. All of the required services for high school-aged ELLs are available to students. We use a wide array of resources in our school including teacher-made materials, text books on a range of levels, trade books at many reading levels, and a large variety of non-text hands on materials. In addition, our school has wireless access in all classrooms and students use the Internet to access resources. If a teacher or instructional team is having problems locating published materials that are appropriate to the age of the ELLs then the instructional teams work together to create an adapt material which will be appropriate to the age level of the ELL. For ELL-SWDs materials are adapted with the support of our Special Education teacher so that they correspond to their ages and grades while being appropriate to their grade-level. All students are held to the same standards, materials are just scaffolded based on their individual cognitive needs. Our teachers understand the importance of utilizing materials and resources for the ELL's appropriate age level in order to keep them engaged in learning. In addition, instructional teams are encouraged to attend professional development workshops throughout the year in order to help them better meet the needs of ELLs with age and grade level appropriate to the content of the classes.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Prior to the start of the school year, new students are assigned to heterogeneous teams with, as far as practicable, students who speak their native language. The new students are then paired with more experienced students who are responsible for escorting them to class and lunch, making sure they know how to get home, explaining school rules and customs, and acting as their translator and advocate in class. In addition, students are given an advisor who meets biweekly with the student to assist the student, answer questions and ensure that the student is adjusting well.
19. What language electives are offered to ELLs?
A weekly "College Now" ELA for ELL elective is offered in addition to a language and literacy seminar (ISIS) that meets 3x per week. We have also offered an elective course entitled "Spanish for Chinese speakers" and one entitled "Chinese for Spanish speakers." We also use Rosetta Stone and a number of students take language electives through our partnership with Queens College.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Professional development for all staff at The Flushing International High School is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:
 - Inquiry Projects – groups of subject area teachers in a common area engage in action inquiry-based research projects throughout the year in order to learn more about specific ESL methodologies and strategies that will enhance student achievement; all faculty present findings and recommendations to the rest of the staff so that all may benefit from the work of the rest. This year, each content area group of teachers is focusing on different aspects of language development, specifically related to writing, and the Common Core Standards. Each group of discipline teachers is engaged in a Common Core Task, use it to diagnose student learning needs, collaboratively plan instructional strategies to meet these needs, and an analysis of the success of this instructional implementation.
 - Weekly professional development meetings for all pedagogues and counselors, including the assistant principal and special education teacher, which include the following activities:
 - o Analysis of student work in order to improve instruction/design interventions
 - o Analysis of student assessments (project-based learning)
 - o Social-emotional progress of a teaching team's shared students
 - o Formation and refinement of discipline specific benchmarks at each grade level
 - o Peer critiques of teacher-generated curricula
 - Peer observations – all pedagogues observe each other teach and write reflective letters pinpointing new strategies and techniques they have learned as a result. The broad focus of these peer observations is on how teachers can most effectively support students' language development in all classes and subjects.
 - All staff participates in Internationals Network for Public Schools Professional Development workshops – at three different points in the school year, our entire staff will meet with their peers from our sister International High Schools and attend workshops designed specifically for educators of recent immigrant ELL students. Topics will include scaffolding instruction, differentiation of instruction, ESL methodologies, SIFE students, meeting the affective needs of immigrant children, and language development. All-day workshops are provided for APs, pedagogues, ELL coordinators, paraprofessionals, therapists, parent coordinators, counselors.
 - International High Schools Intervisitations – in order to promote more intra-network dialogue, and sharing of best practices and curriculum, groups of IHS teachers from across the network meet monthly at different IHSs across the city in order to learn from their best practices.
 - QTEL/OELL trainings – Our classroom teachers are encouraged to complete workshops with QTEL and other OELL offerings, which highlight best practices, like scaffolding and differentiation, for working with ELLs in the content areas.
 - Conferences – faculty attend a variety of external conferences each year in order to keep abreast of new trends in ESL and their content areas.

In addition to the staff PD, administrators, counselors, parent coordinators secretaries and special ed teachers attend monthly PD organized by the Internationals Network for Public Schools and/or the Affinity Group.

Paraprofessionals, psychologists and therapists attend monthly PD organized by the BFC and the district.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We have had ongoing Common Core training over the past 2 years and will continue to do so as we have been working to align all of our projects and curriculum to these standards. The Internationals Network for Public Schools has offered several PD sessions

on the Common Core. Teachers have worked with their departments to learn about the Standards in term of their discipline as well as strategies to implement them.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Professional development for all staff at is geared toward improving ELL academic achievement and language development; we build teacher capacity in these areas by a variety of means:

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All of our teaching staff, which includes teachers who do not hold ESL or Bilingual licenses, are provided with a series of professional opportunities at International High School. The professional development program focuses on providing teachers with various instructional strategies for teaching English Language Learners. It also focuses on how to prepare ELLs to meet and exceed the NYC and NYS performance and learning Standards. These professional development sessions are facilitated by fellow faculty members and school administrators.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We will hold annual individual meetings with parents of ELLs at least one time during each school year, in addition to the four regular parent teacher conferences. At these meetings teachers will discuss the goals of the program, the language development process of the individual student, the language proficiency assessment results as well as the student's language development needs in all content areas.

At this meeting we will have content area teachers, the student counselor, and a school staff member to translate as needed. If no staff member is able to translate than we will utilize the DOE Translation Unit to hold over the phone translations.

Flushing International High School has teachers working collaboratively on five interdisciplinary teams. Each of the teams meet together to discuss students' language development and content knowledge progress, language proficiency assessment results and language development needs during their weekly two hour meeting.

Each interdisciplinary team has 40 minutes of their weekly team time to utilize for parent involvement time. This period of time which is within the teacher's contractual day is specifically set aside for meetings with parents of ELL's. Each team is assigned a Community Associate in order to place phone calls to parents to schedule meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

All records are kept in the assistant principal's office. In order to ensure that parent needs are accommodated we will utilize our faculty members in order to make phone calls to parents to arrange individual meetings. When a faculty member is not available to translate we will utilize the DOE Translation Unit to ensure that all parents receive information about their individual parent meeting in their native language. Our five interdisciplinary teams will work with parents schedules to coordinate the best time for the individual parent meetings.

Upon parents arrival to school, they will sign-in in the main office with translation help when needed. Teams will document which parents attend their meetings and will make follow up outreach to any parents who have not been able to attend a scheduled meeting.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our entire school is for ELLs, all the parents involved are parents of ELLs or former ELLs. Over 50% of our students' families regularly attend Open School Night and Open School afternoon. Turnout is lower for monthly Family Association meetings, even though we pair such events with student work showcases and CBO workshops We have far more engagement with parents and families at the individual student and interdisciplinary team level through our teaching teams as teams meet regularly with parents and guardians of our students. Our PTA officers meet monthly to plan workshops and monthly meetings. They also call families to encourage them to participate. We currently have 5 parents who are regular participants in our SLT. We also work with a CBO to encourage parent involvement. They run a Power Parents group made up of 15 of our parents who participate and volunteer regularly in our workshops and activities. For all meetings and activities we always have in-house Spanish, Chinese and Korean translators available. We use outside services if any other languages are needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

2. FIHS partners with several different organizations in order to provide workshops and/or services to ELLs and their families:

- International Rescue Committee (IRC) (refugee support services)
- The New York Immigration Coalition (NYIC) (immigration, college and career)
- Asian Americans for Equality (immigrant rights, health, housing, etc)
- New York Student Leadership Council (rights for undocumented students)
- CUNY (college access and financial aid))

Arab American Family Services (domestic violence)

We provide translators in our major languages (Spanish, Chinese and Korean) and seek outside translators for other languages.

5. How do you evaluate the needs of the parents?

The school encourages the Parent representatives on the School Leadership team to constantly help the school in evaluating the needs of our parents. In addition, the Parent Coordinator keeps in touch with parents in an attempt to keep a pulse on parent needs and requests. An Administrator attends the monthly PTA meetings to encourage parents to share their concerns and needs. Parent needs are determined through surveys distributed to them and subsequently collected and analyzed. This occurs in the beginning of the year, when surveys are sent home with students and distributed at PTA meetings. In addition, Parent needs are determined through surveys distributed to them by the parent coordinator and subsequently collected and analyzed by the PTA. This occurs in the beginning of the year, when surveys are sent home in native languages with students and distributed at Parent Teacher Association meetings. In addition, monthly consultations are held with the officers of the PTA to determine needs on an ongoing basis.

6. How do your parental involvement activities address the needs of the parents?

Parental involvement activities are addressed in collaboration with the PTA representatives to the School Leadership Team, through the efforts of the Parent Coordinator as well as through the parent surveys mentioned above in part 3. One way these needs have been addressed is through the wide variety of parent workshops on topics selected by parents themselves. Through the PTA, parents requested to have counselling services available at our school for students and their parents. Parent involvement activities, including the workshop topics accompanying the monthly Family Association meetings, are developed based on the results of the surveys described in the answer to question three above and from feedback from the PTA officers and the SLT. Translators in our major languages (Spanish, Chinese and Korean) are always provided and we seek outside translators for our other languages if needed.

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>The Flushing International HS</u>		School DBN: <u>25Q263</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lara Evangelista	Principal		7/23/15
Kevin Hesseltine	Assistant Principal		7/23/15
Jessie Ortiz-Gavilanes	Parent Coordinator		7/23/15
Katie Strauss	ENL/Bilingual Teacher		7/23/15
Maria Comas	Parent		7/23/15
Virginia Benayoun	Teacher/Subject Area		7/23/15
Rosmery Milczewski	Teacher/Subject Area		7/23/15
	Coach		1/1/01
	Coach		1/1/01
Toni Mendoza	School Counselor		7/23/15
Kathy Pelles	Superintendent		7/23/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q263

School Name: The Flushing International HS
Superintendent: Kathy Pelles

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All of our students are recent immigrant English Language Learners and almost all of their parents or guardians are also new immigrants. As a result, we assume that all parents require translation and interpretation services with all school-family communication. We also surveyed our students and parents to find out in which language they would like all written and oral communication from the school. In addition to the home language survey, our parent coordinator also conducts a survey of parents preferred method of communication and language. In addition, we also use the parent blue cards and the ATS report of preferred languages. We then create a document that we update regularly with families preferred languages by grade and class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Arabic
Bengla
Burmese
Chinese
Cantonese
Haitian-Creole
French
Hindi

Italian
Korean
Mandarin
Nepali
Pashto
Punjabi
Portuguese
Russian
Spanish
Tibetan
Urdu
Uzbek
Vietnamese

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

New student information packet-June-September
Parent-teacher conference announcements-Early September, Mid-October, Early March, Mid-April.
New York State Regents testing dates-Early January, Early June.
PTA announcements and workshop flyers-Monthly.
March credit letter and summer dates-March
Notification letter for first day of school, school calendar and orientations - September
Monthly workshop packets on topics such as college information, immigration information,

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

New Parent Orientation-September, February and June Parent Teacher Conference-9/30/15, 11/18/15, 11/19/15, 3/10/16, 3/11/16, 5/10/16.
PTA meetings-Monthly
Senior At-risk conferences - October and March
Individual meetings with parents of all ENL students-Throughout the year
New Parent Orientation-August and February
Daily attendance calls from school language points to absent students

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All letters and correspondence with parents are sent out in a variety of languages to meet the needs of the parents. We send out letters in Spanish, Chinese, Bengali, Russian, Arabic, Korean, Urdu, Haitian-French, and other languages as the need arises.

We use a wide variety of strategies in order to provide written translation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Nepali, Korean, Hindi, Tagalog, Japanese, Portuguese, French and Russian. Our staff members have been very willing to help out by providing written translations whenever possible. For shorter letters or documents we are often able to obtain help with written translations from CBOs that we work closely with or the DOE translation unit. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and written translations when necessary. When a document is too long or if we do not have the resources in a particular language we have been able to reach out to the DOE Translation Unit for their help in written translations.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will use our telephone calling machine to reach out to the parents in a variety of languages to meet the needs of our parents. This telephone machine allows us to leave messages for parents in their native languages regarding important school events, messages, lateness and absences. We also use a wide variety of strategies in order to provide oral interpretation services to our parents. In House: We are fortunate to have a staff of teachers, counselors, school aides, plus our parent coordinator and community coordinator many of whom speak at least two and often three languages. The languages spoken by staff members include: Spanish, Chinese, Nepali, Korean, Hindi, Tagalog, Japanese, Portuguese, French and Russian. Our staff members have been very willing to help out and interpret for parent meetings and conferences. We work with AAFE and have an in-house Family Development advocate who helps us with both Spanish and Chinese interpretation, our two most widely spoken languages. We also depend on Parent volunteers who have been very generous with their time in helping to translate for other parents as well. We are also able to call upon recent graduates to help with oral translations for parents. Outside: As members of The Internationals Network for Public Schools (INPS) we are fortunate to have a network of fifteen International High Schools in NYC who are able to share resources and if they have a staff member who speaks a language we cannot provide we can arrange telephone oral interpretations for our parents. Finally, if necessary we would reach out to the DOE Translation Unit if we do not have the resources in a particular language in order to obtain an oral interpretation over the telephone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As per Chancellor's Regulation A-663, International High School at LaGuardia will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through a variety of methods. All staff will receive the T&I Brochure and a copy of the Language ID Guide as well as instruction in how to reach out to obtain over-the-phone interpretation services as well as how to get a document translated by the Translation Unit during our staff professional development session in September. In addition, the staff T&I Brochure and Language ID Guide will be distributed to all staff via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Flushing International High School takes the responsibility of providing each parent with written translation and oral interpretation services extremely seriously. Every effort is made to ensure that parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered receive those services as well as instructions on how to obtain such services.

--When a parent enters the school they are greeted by a parent welcome poster conspicuously posted outside the main office.

--When a parent enters the main office a language ID guide is clearly posted at the security desk as well as in the main office.

--At the new parent orientation meetings in August and February parents are provided with the Parents' Guide to Language Access. Copies of the guide are also distributed to parents at the four parent conferences throughout the school year. In addition, copies of the guide are posted in the main office where translations are made available as needed.

--Notification to our parents is made in a variety of ways. Our parent coordinator provides this information to parents at several points throughout the year. The Parent Coordinator and Guidance Counselors hold an orientation for new parents twice a year in September and in February through the Parent Association which informs parents of their rights in terms of translation and interpretation services. Translators are provided at each of these meetings. The information is also provided to parents through our telephone messenger system which sends out the messages in a variety of languages. Parents are also informed of the translation and translation services at all four parent teacher conferences held in September, November, March and in May.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents on the quality and availability of services the school will assess the answers parents provide in the school survey about whether or not the school is communicating with the parent in their native language. Parents who attend monthly PTA meeting will be asked to provide feedback on how well the school is providing parents with both written and oral translation services. In addition, whenever our parent coordinator communicates with parents she will request feedback on ways to improve communication and availability of translation services. We also have a focus group of parents that our parent coordinator works with to gather regular feedback on our services.