



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

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

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Flushing High School School Number (DBN): 25Q460
Grades Served: High School (grades 9 - 12)
School Address: 35-01 Union Street Flushing NY 11354
Phone Number: 718-888-7500 Fax: 718-886-4255
School Contact Person: Mr. Tyee Chin Email Address: tchin2@schools.nyc.gov
Principal: Mr. Tyee Chin
UFT Chapter Leader: Ms. Laura Giglio
Parents' Association President: Ms. Zulma Vasquez
SLT Chairperson: Mr. Terrence Gibbs
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maria Hernandez
Student Representative(s): Laura Perez,
Kristine Raghubans
CBO Representative: Eddie Castro

District Information

District: 25 Superintendent: Michael Alcott
Superintendent's Office Address: 2 Metrotech Center, 3rd floor, Brooklyn, NY 11201
Superintendent's Email Address: malcott@schools.nyc.gov
Phone Number: 718-935-3074 Fax: 718-935-3948

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

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 RSCEP 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 Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

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 and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) 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.

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.

Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and 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 have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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 RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Tyee Chin	*Principal or Designee	
x	Laura Giglio	*UFT Chapter Leader or Designee	
x	Zulma Vasquez	*PA/PTA President or Designated Co-President	
x	Susan Sgambati	DC 37 Representative (staff), if applicable	
	Maria Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Eddie Castro	Community School Director (staff)	
x	Walcott Justice	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Estefany Gonzales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Jose Vasquez	Parent	
x	Frances Simon	Parent	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Janet Wilks	Parent	
x	Rosa Carrasquillo	Parent	
x	Andrea Perez	Parent	
x	Agata Wudarczyk	Staff	
x	Terrence Gibbs	Staff	
x	Patricia Cuti	Staff	
	Inga Ventura	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

• **Our mission:** "Flushing High School is a vibrant, international community of students, educators, families, and community leaders working together to develop active independent learners and productive global citizens. The mission of FHS is to prepare students to graduate with essential and critical skills required for post-secondary and career success, and a well-developed concept of individual and civic responsibility."

• **Contextual information and beliefs** — Flushing High school was built in 1875. Flushing high school is the oldest public high school in New York City and was designated as a landmark building in 1991 by the NYC Landmarks Preservation Commission. We are a diverse community of students and staff that speak more than 40 languages. Our mission reflects the diversity of our unique profile as a community with languages found on all continents. The history of the building reflects the school mission statement that has prevailed for the last five years with the belief that if we embed critical skills within a scaffold and rigorous instruction, then our students will acquire the critical skills needed for college and career success. Currently Flushing High School offers six career and technical education (CTE) programs: Business Entrepreneurship, Business Marketing, Digital Media, Pharmaceutical Technician, Law, and Law Enforcement both academically and professionally by giving them the college and career skills to succeed after graduation. These programs offer college credit with our partners at LaGuardia College, Baruch University, Monroe College, John Jay College, and the Borough of Manhattan Community College. In addition, Flushing High School is a designated Microsoft Certification Testing Center, affording our business students the ability to obtain professional credentials in Word, Excel, PowerPoint, and Publisher. Next school year we will expand our certification offerings to include Adobe Design Software.

• **Special student populations** —FHS has a 14.1% population of Students with Disabilities (SWD). During September 2015-16, FHS will design a targeted programming schedule for Integrated Co-Teaching (ICT). The goal will be to strengthen the integrated co-teaching model by implementing a focused plan of improvement that includes reducing the number of polygamous pairs of ICT teachers, setting clear expectations for the roles of the general and special education teachers and developing stronger working partnerships between general and special education teachers. If we designated the appropriate time for teacher collaboration and set clear expectations and standards for collaboration, then we will align instructional strategies to the needs of students with disabilities to ensure academic success". Our population of English Language Learners (ELLs) is 21.5%, FHS will also prioritize programming innovative ways to provide all the students with resources and support services that include: teacher collaboration and inquiry on ELLs, programming research-based strategies and special services for Students with Interrupted Education (SIFE) to compensate the loss of instructional time and cognitive skills. ELL students will receive socio-emotional support with guidance counselors who spoke Spanish and Chinese.

Elements of Framework for Great schools

Rigorous instruction & Leadership — The school's most recent quality review indicated that school is "developing" in the area of pedagogy and curriculum. FHS will continue the plan to reflect the vision and the new goals for the High School Renewal Initiative under the supervision of Superintendent Aimee Horowitz. The school is still in the process of aligning and revising all curricula such as mathematics and science to Common Core Learning Standards (CCLS) and integrating the instructional shifts (WITsi). Curricula and ninth grade Freshman academy team reflect planning to provide students access to rigorous curricula. The school needs to deepen the protocols and monitoring system for reviewing unit plans, formative and summative assessments,

student work, and rubric to assure alignment with the common core learning standards (CCLS). The Renewal School Benchmark for FHS includes setting clear goals for improvement, implementing vertically aligned curricula using explicit pedagogical practices, a cohesive plan for teacher collaboration, and actionable feedback supported by data and inquiry. The leadership will study and conduct action plans that target the recommendations made by the AIRS needs-assessment, the Quality Review, and the ITT-State visit .

- **Collaborative Teacher Teams** — The school’s most recent quality review indicated that the school is “Developing” in the area of teacher team, and distributive leadership. The majority of teachers will be engaged in structured, inquiry-based professional collaboration. Distributive leadership structures are in place so that teachers have a voice in key school-level decisions. Teachers are committed to the success and improvement of their classrooms and schools. The Ninth Grade-Freshman Academy Team has structured professional collaboration on teams across content areas using an inquiry approach supported under the High School Renewal Writing and Inquiry Program. Teachers have been trained in WITsi Strategies (Writing is Thinking Strategic Inquiry) and the close study of student achievement is followed through a rigorous system of inquiry, teacher collaboration, and rigorous instructional strategies. FHS will restructure the programming of the building with Small Learning Communities to expand the work of teacher collaboration teams. The High School Renewal team has placed on-site support systems to continue the work of inquiry. Also, the instructional coaches and the Executive Director of High School Renewal, Cyndi Kerr, have been solidifying plans for a smooth transition and continuation of work in programming, curriculum needs, and systems-alignment; teacher observations and norming; budget analysis; and practices and decisions that involve the needs and goals of promoting positive changes that build trust amongst all stakeholders.

- **Family Community Ties** —FHS has carefully selected a community-based organization (Center for Supportive Schools) that will be working to support attendance and family/parental outreach. CSL will work with our current CBO’s to expand services for the entire community of students which include: advisory, socio-emotional support, college tours, college and career readiness, tutoring and extra-curricular activities.

- **Student Achievement**—FHS has showed a progressive movement of at least 5% of graduation rate in comparison with a 51.6% on June 2014. According to our current student achievement benchmarks, FHS is currently meeting the target. The leadership of the school will design a plan to monitor rigorous instruction, teacher collaboration and actionable feedback from teachers to students and from supervisors to teachers to impact instruction and student achievement.

- **Expanded Learning Time** —Each student will have one hour of additional instructional time every day during year 2015-2016. In addition, Flushing High School has offered extended tutoring time to students since October, 2014. The Saturday Academy Program has provided tutoring services in English, Algebra, Geometry, Earth Science, Living Environment, Global and U.S. History. Also, the Title III Program has serviced students in ESL, Chemistry, Social Studies and Math. As part of ELT services during the Spring of 2015, the Tutoring Program offered Math, English, Living Environment, Physics, Chemistry, U.S. History and Global during early and after school hours.

- **Important facts/Challenges** : Flushing High School (FHS) has identified challenges caused by a steady flux of incoming students. These projections in enrollment and the space constraints due to collocation have added an enormous physical challenge for the support systems in the building. However, High School Renewal and Superintendent Amy Horowitz have been working collaboratively with the two schools co-located in the building (VERITAS Academy and Queens High School for Dual Language) to revisit the unexpected enrollment and collocation plan to alleviate the Flushing High School community.

Leadership transition —Flushing High School has been undergoing continuous changes in leadership during the last six years. The previous Principal Enric Kendall has announced retirement plans which place the school under another year of transition in leadership. High School Renewal has placed on-site personnel to assist with the transitional plans and to support the planning and view of the new leader. The newly assigned Principal Tye Chin will focus on the need to continue to expand a prioritized schedule of targeted and frequent cycle of observations. All observations will provides constructive, instructive and actionable feedback coupled by meaningful and sustained professional development based on the identified needs for continuous improvement that is aligned with the school’s instructional goals. This will result in improved instruction that engages all students in challenging academic tasks.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	I
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>3.2 - Implementation of rigorous and coherent curricula aligned to CCLS .-Following the recommendations stated in the IIT State Review and Quality Review (2014-15), the school leader will develop curriculum utilizing Engage NY in ELA and Math. Teachers will use common assessments and a baseline to measure progress.</p> <ul style="list-style-type: none"> School leader and assistant principals need to implement and monitor the targeted curricular planning and implementation expectations referred in the school’s instructional focus and connect with the school vision. School leaders will jointly observe lessons and compare assessments to increase uniformity in APPR program implementation by norming the qualitative expectations of targeted teacher evaluations. School leaders will raise rigor by simulating scaffolding and essential concepts for struggling students. <p>3.3- -Teachers will ensure that unit and lesson plans used data-driven instruction.</p> <ul style="list-style-type: none"> Teachers will utilize data collected to impact instruction and socio emotional program initiatives. Teachers need to identify grouping rationales based on data driven decisions and provide students with helpful feedback that identifies areas of improvement and levels of performance. School leader and assistant principals will ensure that curricula are adapted to meet the needs of all students in both general education and special education environments. <p>3.4-School leader and teachers will develop a plan for partnering across grades with interdisciplinary approaches.</p> <ul style="list-style-type: none"> Teachers will collaborate across content and grade level to develop interdisciplinary approaches targeting enrichment opportunities. 		

- Teachers will use the inquiry design provided by the High School Renewal Plan to use more technology and strategic inquiry to examine student work.
- Teachers will use results of inquiry team work to modify unit plans and lessons.
- Teachers will integrate results of inquiry team work into pedagogical practice in order to ensure access to content and skill mastery for all students.

3.5 - Teachers implement comprehensive system for using formative and summative assessments- Based on the needs identified during the Quality Review, Need-assessment visit of the HSRI Superintendent’s Office and the NYS IIT:

- Teachers and administrators will develop a shared belief around curriculum that emphasizes higher order thinking skills utilizing DOK diagram techniques, scaffolding, essential questions and formative assessments.
- Teacher Teams across content areas will meet to design a cohesive system to study student work and conduct meaningful and measurable inquiry work.
- Teachers will use school-wide common teaching practices embedded in protocols for analyzing student work and for inquiry guided by a coherent set of beliefs about how students learn best.
- Teachers will effectively model reading and writing strategies to support access to complex texts.
- Teachers will scaffold materials and design lessons with multiple entry points to support ELLs and SWD students.

Our school's mission statement is that we are devoted to academic excellence, self-awareness, creativity and critical thinking. We are determined to provide an academically rigorous program for all our students, inclusive of our large English as a New Language (ENL) and students with disability (SWD) populations. As stated in our 2013 - 2014 Quality Snapshot, we do an excellent job at moving students with special needs to a less restrictive environment and that 85% of parents are satisfied with the education their child has received. Our 2014 - 15 Quality Review indicated that teachers across grade levels are engaging in professional collaborations around implementing the new EngageNY curriculum (math and ELA) that is aligned to the common core standards. Teachers at Flushing High school participate in small learning community (SLC) five times per week. They use Writing Is Thinking Through Strategic Inquiry (WITsi) to make instructional decisions. With the collective energies of our teachers, support staff and parents, our students will be equipped with the knowledge and skills necessary to become critical thinkers, problem solvers, active life-long learners and productive competitive citizens in their community and in the world at large. All students are expected to be college and career ready with strong literacy skills so they can express their ideas, justify their claims and refute a counter claim for the betterment of society. We offer a robust academic program with emphasis on "Freshman academy", "Business Academy", "Law Academy", and "Science Academy". The school has several well established CTE program that have produced finalist each year in various rigorous competitions. The school is also working with the high school renewal team to develop the science and social studies curriculum to reflect more rigorous task that is aligned to the common core standards.

While the school has done significant work last year on implementing WITsi into the 9th grade curriculum. The school needs to develop more opportunities for teachers to incorporate these strategies and plan collaborative vertically, horizontally and across different content. The 2014-15 Quality review indicated that curricula tasks are not yet consistently rigorous or scaffolded that allow all students to access learning activities. The teachers needs to use the data from the inquiry team to make the necessary adjustments to their unit and lesson plans to advance students learning and meet the needs of all learners including ENL and SWD.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?

5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Curricula -High School Renewal will be working collaboratively with lead teachers to adapt Engage NY curricula in order to meet specific needs and practices of our school community. The curricula work will be designed to align lesson plans and units of work with CCLS and with evidence of modifications on the results of WITsi Tasks.

Expanded Learning Time- Students will be provided with additional courses in core content areas, preparation for Regents and in collaboration with our new CBO we will be providing an advisory program to build interventions for the socio-emotional needs of our student.

Pedagogical practices/Teacher teams -School leaders will conference with teachers to determine specific and individual instructional goals. Teachers will utilize scaffolded materials to unpack content and inquiry to examine student work and reflect in teaching practices. Teachers will increase fluency with the stages of literacy and habits of proficient readers: student will make clear connections between their needs and the strategies selected to support critical reflection as needed. The use of a school wide rubric will be implemented to develop cohesive standards across curriculum. Pedagogical practice will be student centered and inquiry based. Instruction will encourage thoughtful, critical discussions that require students to use text- and evidence-based answers. Teachers use multiple entry points in the lesson to differentiate instruction. Multiple entry points will be used to help teachers to engage students in learning. Teachers will use writing, speaking, building, questioning, etc. to ask multiple questions and add complexity to the task. This strategy will help student to recognize information, organize and express ideas. Using the school designed rubrics, teacher will be expected to provide targeted feedback to students to help the students build capacity while further their learning. Teachers will also review students work in 6 week cycles in their WITsi inquiry team. During the inquiry cycle teachers will review skills tested, develop a shared understanding of what the student data shows, develop a clear purpose of the observations, examine instruction, decide on instructional strategies, develop an action plan , choose a plan to assess the students' progress, provide feedback to the students on their individual plans and assess for success.

Assessments- Baseline assessments will be utilized as a tool for a uniform analysis of student product. Inquiry product and assessments will be tools to measure hard and soft data about student product and teacher practices.

College Readiness -If we continue cohesiveness working with inquiry strategies more than 60% of our students will be college ready in English and Math by year two. Within the business CTE program students are enrolled in a yearlong course which focuses on Career and College Readiness as well as Personal Finance in which they receive the W!SE Certification in Personal Financially Preparedness.

Graduation rate -Our goal is to obtain a graduation rate of 64.2 by August 2016.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

- **By June 2016, Flushing High School will implement vertical and horizontal aligned common core curricula (Engage NY in ELA and Math). This will result in a 7% increase in students in students graduating in 4 years.**

Part 4 – 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 Rigorous Instruction and the Common Core 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? (include school, educational consultants and/or CBO staff)</p>
<p>Revision and alignment of curriculum to CCLS. High School Renewal will assist in providing the bases of aligned curriculum for English and Math (Engage NY) and the implementation of lesson plans and units of study.</p>	<p>Students/Teachers</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Instructional Coaches, Lead Teachers, Teachers</p>
<p>High School Renewal Academic Plan-FHS will utilize the support and the Benchmarks stated by the Renewal Schools Benchmark to target attendance, rigorous instruction, collaborative teacher teams and supportive environment.</p> <p>Academic taskforce will review the school's curriculum to create alignment both vertical and horizontal. Math and ELA department will review and align the school's curriculum to EngageNY during common planning twice per month. The Social studies and Science department will implement the New Vision curriculum.</p>	<p>Renewal Team/Principal/Assistant Principals</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Instructional Coaches, Lead Teachers, Teachers</p>
<p>All the teachers and assistant principals will be trained in Writing is Thinking Strategic Inquiry (WITsi), a specific writing process</p>	<p>Renewal Team/teachers,Principal/Assistant Principals</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional</p>

which leverages improved writing, content knowledge and reading comprehension by providing basic strategies such as: the writing model from WITsi and the cycle of inquiry adjusting teaching practices. The use of inquiry, scaffolding materials, formative assessments, instructional focus, instructional shifts, and other instructional strategies will be used to provide rigorous instruction			Coaches, Lead Teachers, Teachers
The Renewal Team will work with staff and leaders to implement professional development aligned with the Renewal Benchmark Goals.	Renewal Team/Principal/Assistant Principal	Sept.2015-June 2016	Principal, Assistant Principal, Instructional Coaches, Lead Teachers and Teachers
ENL and ISS teachers will collaborate in their content areas to provide strategies, to support students with multiple entry points and push-in services in core content.	Renewal Team/Principal/Assistant Principal, Teachers	Sept.2015-June 2016	Principal, Assistant Principal, Instructional Coaches, Lead Teachers and Teachers
ICT teachers will be programmed with the same common planning time and preparation time to ensure that alignment of content and strategies is used in ICT classes.	Renewal Team/Principal/Assistant Principal, Teachers	Sept.2015-June 2016	Principal, Assistant Principal, Instructional Coaches, Lead Teachers and Teachers
Monthly workshops will be held to increase parental understanding of instructional strategies, content, and CCLS materials to improve their capacity to support and supervise their children's academic achievement efforts.			
Teacher teams will collaborate in revising curricula and implementing adjustment to their instructional practices.			

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human resources: All staff members will be required to participate in professional development, small learning communities' discussions, ELT programs, technology workshops, curricula discussions, HSRI training and coaches collaboration. Instructional resources: EngageNY, Achieve 3000 and WITsi Financial resources: per session for teachers participating on curriculum development and per diem for teacher coverage to attend professional development.											
Part 5b. 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	X	P/F Set-aside		21 st Century		C4E

X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 6 – Progress Monitoring

Part 6a. 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.

- There will be a a 3% increase in students listed to me on track for graduation in January 2016.
- ELA and math department will incorporate the EngageNY common core curriculum in all Integrated Algebra class and ELA classes before the spring of 2016.
- By February 2016, there will be a 5% increase in students earning 5+ credits in the 10th and 11th grade
- By February 2016 FHS will create an academic task that will monitor the progress of diverse areas such as: Inquiry teams, vertical teams, professional development and attendance team.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

} Develop teacher's ability to use data to respond to socio-emotional health needs

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

} School leader and AP Security will develop a plan to implement a better system of supervision in the cafeteria, and high needs locations.

} A comprehensive plan has to address lateness to class issues.

} A plan to reduce student suspensions.

A team to discuss data to engage all stakeholders in multiple venues to provide information and engage in the process of assessing current action plans based on socio-emotional data.

The school articulates and systematically promotes a vision for social and emotional development (SED) that provides the students and family with a safe and healthy school environment. This is done in collaboration with the CBO (Center for Supportive Schools) and parent coordinator. This is messaged during town hall meetings, students workshops, parent workshops and Parent Teachers Association meetings. The 2013-14 DOE Quality Snapshot indicated that 86% of parents are satisfied with the education that their child has received. 73% of students feel that the school offers enough variety of programs, classes and activities to keep them interested in school. The 2014-15 Quality review indicated that school leaders are working with all staff to develop a school wide understanding of what a clear, consistent, culture of high expectations looks like for all staff and students. The school leaders are focus on a "growth mindset" for learning. Teacher are expected to plan, and model rigorous reading and writing tasks. Students are expected to justify their claims and refute counter claims using textual evidence. Teachers are now expected to participate in SLC inquiry team to provide support around students needs and academic advancement using WITsi strategies.

The 2014-15 Quality review indicated that the school is at the developing stage of implementing policies to improve staff and student learning; a culture of high expectations that accelerates staff and student achievement is not yet evident across the school. The school needs to provide professional development to staff on social emotional intelligence. The school needs to develop a support structure to improve students attendance, reduce lateness and increase the enrollment. The school will also need to develop a restorative justice program to address inappropriate behavior in a positive and productive environment to reduce suspensions. We need to provide students with more opportunity and exposure to college and career. The SEC report that teachers have some challenges when communicating with families such as language barriers, transportation, and perceived student maturity. Teachers feel a mixed level of preparedness in dealing with diverse student population.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Stakeholders -We would like stakeholders to describe the school as a community that provides a safe environment and supplement educational needs of all students. The SEC assessment indicates that teachers report a high level of parental communication amongst the 9th grade population, honors, ENL, and bilingual students. Teachers feel that the current

administration supports the work they do with their colleagues. We believe all students can learn and that the school provides academic support inside and outside the classroom. All stakeholders should describe the school as a nurturing environment for students as well as staff. Flushing High school is a place where all stakeholders are valued and students encouraged to realize their full potential.

CBO -Our main community based organizations (Center for Supportive school) will sustain and support emotional growth by creating an advisory program that will build student leadership to support emotional needs. Also, it will work with other organizations located in our building to expand services such as Sports & Arts in School Foundation (SASF). CSS will provide students and family with a mental health clinic to address SED. CSS will work closely with the parent coordinator and administration to align all services to the school's goal and renewal benchmark.

Student voice will be supported by expanding representation in Consultative Council and Student Leadership Programs. The principal will have regular monthly meetings with students to discuss concerns or recommendations, providing students with an additional forum to express themselves.

Our **socio-emotional framework** will be adopted throughout the lens of our new community based organization with the curriculum support to build student leadership and assist with socio-emotional needs.

Data about suspensions, referrals and building environment walk-throughs will be used to develop targeted actions plans which include: inpatient and outpatient counseling support, peer-mentoring, promoting students in the involvement of activities, clubs and leadership.

Attendance and chronic absenteeism rates will improve with the implementation of a safety net that will include: student support to re-adapt to the school setting after a consisting pattern of truancy, parent/family support, teacher and guidance counselor to promote support, behavioral and instructional tools to assist student in adapting back to the school environment.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

- By October 2015, the school will develop Small Learning Communities (SLC) to provide teachers with support for dealing with diverse students population. Each SLC will meet five times per week to discuss students' academic and SED. This will result in a 1.6% increase in students' daily attendance rate, a decrease of 60% chronic absenteeism and an increase of 2% of students attending 4 year colleges.

Part 4 – 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). • Engage families and expand their understanding of a 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? (include school, educational consultants and/or CBO staff)</p>
<p>By programming Small Learning Communities, FHS will have a structured system to address academic support, attendance and discipline issues following a smaller setting within the school. Celebrations such as: attendance rewards, honor roll ceremonies will be conducted.</p> <p>During common planning time, teachers will engage in meaningful conversations to support students SED, inquiry, and outreach.</p> <p>The culture of College and Career readiness will be expanded upon the offerings of the CTE programs careers and financial management course as well as the college readiness class. Students have internship opportunities via the NYC work based learning program as well as partnerships between FHS and external organizations. All CTE students can enroll in college classes with our post-secondary partners to earn college credits while in Flushing.</p> <p>Teachers will discuss shared beliefs and educational knowledge through professional development during common planning time (CPT) and/or faculty conferences to build trust and skills for teachers in classroom management and working with students with behavioral issues.</p>	<p>Student and families</p> <p>Students</p> <p>Students</p> <p>Students/Teaches</p>	<p>Sept. 2015-June 2016</p> <p>Sept. 2015-June 2016</p> <p>Sept. 2015-June 2016</p> <p>Sept. 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Coaches, Lead Teachers, SLC Teachers</p> <p>Aps, teachers, Principal, Lead teachers, GCs</p> <p>CTE Coordinator, Principal</p> <p>Principal, Aps, teachers</p>
<p>All stakeholders will work with the new CBO - Center for Supportive Learning to create structures and to monitor systems that will improve attendance, academic performance and socio-emotional growth.</p>	<p>Student, families and staff</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Coaches, Lead Teachers, SLC Teachers, CBO's</p>
<p>Expand training for peer-mediation and advisory program to include a diverse number of students in creating a culture of proactive and trust measures to build a culture of respect among students and staff.</p>	<p>Students, staff, families</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, Assistant Principal, Teachers</p>

<p>A system to measure behavior referrals from teachers to both guidance counselors and dean’s offices will help to build a culture of trust and respect.</p>	<p>Students & Staff</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, APs, Guidance counselors, deans, CBO’s, SLC teachers</p>
<p>The Leave Out the Violence Program (LOVE) will continue working in collaboration with the ninth grade and targeted groups of students to support socio-emotional high needs.</p>	<p>Students</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, APs, Guidance counselors, deans, CBO’s, SLC teachers</p>
<p>The new CBO-Center for Supportive Learning will engage in a school-wide campaign to bring together all stakeholders in a shared vision of academic success, trust and school-pride.</p>	<p>Students, teachers and guidance counselors</p>	<p>Sept. 2015-June 2016</p>	<p>Principal, APs, Guidance counselors, deans, CBO’s, SLC teachers</p>
<p>Leadership students will expand their program and work with ninth graders to overlap roles and adopt school-wide initiatives.</p>			

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per Session for guidance counselor and parent coordinator to meet with with parents after or before school • Supplies parent workshop and newsletter • Assistant principal of Security and Assistant principal of Guidance will work together to develop a team to monitor school culture and the reduction absenteeism. • Students will be selected to participate in peer mentoring program • Teachers will participate in SLC meeting, professional development and ELT programs. • All teachers will be required to incorporate the use of Skedula (pupil path) to increase communication to parents. • Students will be elected to the Student Government and supervised by the school’s COSA • Assistant Principal of security will organize the school safety meetings to review the OORs reports • Funding source (Title I 1003a): Per Session – 8 Guidance Counselor x 20 hrs each <p>(priority focus) - teachers participating on open house and family night</p> <p>(Title I 1003a) - 1 parent coordinator (parent meeting and workshop)</p> <p>(priority focus) - supplies for workshop and newsletter</p> <p>(priority focus) - per session teachers to participate in PD on SED</p> <p>OPTS – priority focus (College and Career)</p>											
<p>Part 5b. 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	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.

FHS will create an academic task force that will monitor the progress of all stakeholders implementing socio-emotional development health, common understanding conducive learning and to foster a sense of ownership. By February 2016, 80% of teachers will be assigned to an SLC. SLC team members will review data to identify the area of concerns around attendance, academics and SED for the different cohorts. Teachers will submit weekly logs in skedula to increase communication between the school and families. AP guidance, AP security, counselors and attendance team members will follow up with the students and the guardians to monitor progress and provide additional support. The AP guidance and AP security will meet bi-weekly to discuss strategies to improve attendance. Daily attendance is expected to increase to 83% by the completion of the Fall Semester and another 3% by the completion of the 2015 - 2016 school year. By February 2016, parents should be provided with the opportunity to participate in four workshops hosted by the CSS and the parent coordinator.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	I
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>4.2-Instructional practices and strategies to promote high levels of student engagement. School and teacher leaders need to build trust and to ensure the use of a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.</p> <ul style="list-style-type: none"> } Teacher leaders and coaches will ensure that teachers use instructional practices and strategies aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. } Short- and long-term goals for groups of students based on grade-level benchmarks. } Teacher identify students with special needs in their special education and general education classes and incorporate strategies to meet their needs, as well as provide a rationale for the strategies implemented that is informed by data, including IEPs. <p>4.3 - Teachers provide aligned CCLS based in instruction.</p> <ul style="list-style-type: none"> } Teachers will embed higher-order thinking questions and consistently use instructional materials that contain high levels of text and content complexity. } Teachers will use CCLS lesson plans and reflective of the CCLS Shifts in specific content areas. <p>4.4-Teachers create a safe environment responsive to student’s varied experiences.</p> <ul style="list-style-type: none"> } School needs to discuss strategies during the common planning time that address the socio-emotional needs of their students. <p>4.5-Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning.</p>		

Teachers will use summative and formative assessments to inform instructional decision making.
Feedback from observations and data from inquiry will be used to plan and adjust student groupings and instructional strategies.

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Teacher collaboration - To improve instruction and monitor students’ progress the inquiry teams will develop a clear understanding of team roles, deliverables and actions needed to for academic success. School will be reorganized in SLCs to provide teachers with time and common students to promote discussions about student work and socio-emotional development. Teachers will be offered with the opportunity of professional development during the summer to acquire knowledge in WITsi (Writing is Thinking Strategic Inquiry) skills.

Learning -Teachers will demonstrate evidence of knowledge of content and pedagogy, knowledge of their students, will be able to design coherent instruction, assess students and engage students in learning. Also, they will be actively modeling reading comprehension, fluency and application of reading strategies. Teachers will use variety of strategies to determine the meaning of the text, comprehension skills such as predicting, asking questions utilizing DOK techniques and accountable talk to check for understanding.

Small group settings will be used to promote student sharing and working independently with a targeted focus on a specific tasks embedded with multiple entry points.

All teachers will used the established shared believe that all students are entitled to an appropriate education in a safe learning environment. Teachers would discuss the classroom expectations and behavior expectation during the first week of schools . The classroom will be arranged with strategic planning, classroom libraries, additional resources for learning; and teachers will develop a common language of respect in order to ensure that all **students are safe**.

Data -Throughout inquiry cycles and continuous checking for understanding, teachers will have action plans for individual student needs. Feedback will be targeted and aligned to the content task; self-assessments will be cultivated as part of the new culture for learning and teacher teams will actively discuss student progress and reflect in teacher practices to ensure student achievement is the priority for each child in the building.

Community educators and partners will work collaborative supporting teaching practices, providing tutoring and reinforcing learning tasks.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, FHS will create a Flushing Academic Taskforce to play an active role in the implementation of the Renewal Plan by creating: SLC inquiry teams, Vertical Teams, Professional Development Team, Attendance Team. This will result in deeper professional collaboration, revised curricula and alignment of CCLS. The evidence of success will be a 6% increase in overall regents in completion rates.

Part 4 – 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 teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>The designation of an Academic Taskforce will embed distributed leadership and will develop school-wide policies that will impact instruction, graduation rate, attendance, socio-emotional and parental involvement.</p> <p>School will distribute an updated student and teacher handbook to ensure that high academic and behavioral expectations are stated.</p> <p>Teachers, guidance counselors and deans will be expected to work with academic and behavioral contracts with students in order to promote an environment conducive to learning and mutual trust.</p>	<p>Teacher teams & students</p> <p>Teachers & Students</p> <p>Students</p>	<p>September 2015-June 2016</p> <p>September 2015</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Coaches, Lead Teachers, Teachers</p> <p>Principal, Aps</p> <p>Principal, Aps, Guidance Counselors, deans</p>
<p>Teachers will plan and scaffold lessons with specific tasks.</p> <p>General Education teachers will participate in the development of Individualized Education Plans (IEPs) by providing timely updates on student performance to IEP case managers and by participating in IEP Sub Committee meetings during SLC common planning time.</p> <p>Teachers will track the group of the students focusing in specific learning tasks while modeling some of the practices</p> <p>Inquiry-Writing strategies (WITsi) will be utilized to build and push content through writing (sentence expansion, fragments, appositives and kernels) will be part of the tasks implemented during the inquiry process.</p>	<p>Teacher teams & students</p> <p>Teachers and students</p> <p>Teachers and students</p> <p>Teachers and students</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, teachers</p> <p>Principal, Assistant Principals, teachers</p> <p>Principal, Assistant Principals, teachers</p> <p>Principal, Assistant Principals, teachers</p>
<p>Consultative Council will expand and will provide students with a voice to raise concerns and work with the school leadership to find solutions.</p>	<p>Teacher teams & students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Instructional Coaches, Lead Teachers, Teachers</p>

Parents will learn and be able to identify the note taking and basic WITsi strategies that are being taught so they can better support and supervise their children's academic achievement efforts.	Parents	September 2015-June 2016	Parent Coordinator and Administrators
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Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed: All stakeholders are expected to participate in conversations regarding professional development, workshops, ELT programs, PD, technology and plans stated in the academic taskforce design. Budget allocation will be assigned to provide professional development in WITsi during the summer and during SY 15 - 16. Per session will be provided to members of the academic taskforce members to meet once per month after school. The school will purchase the EngageNY curriculum for both Math and ELA. Per session will be provided for after school strategic inquiry (SI) and Writing is Thinking (WIT).											
Part 5b. 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	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. 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.										
The school will review the scholarship report in February 2016. There will be a 3% increase in the number of students regents completion. Prior to that point, the scholarship reports from the first and second marking period will be analyzed by each Assitant Principal and discuss the tracking of the students earning credits at that specific time, as well as the January regents during their Mid-year review with the principal. Each department supervisor is expected to show a 5% increase in number of students gaining credits in each content area. The academic taskforce will monitor the school's progress using the New Vision data tracker, professional development survey, strategic inquiry (SI) data tool, and the assessment of SLC.										
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>2.2-Leaders ensure an articulated vision aligned to SCEP-The School Leadership Team will collaborate and have input in order to accomplish the following: Based on the Quality Review and the ITT State Feedback, FHS will share the goals under the Renewal plan and prioritize the following:</p> <ul style="list-style-type: none"> } Increase in graduation rate } Professional Development and coaching support for teachers } Implementation and alignment of school curriculum/lesson plans to the CCLS } College readiness among all students } Increase in Family /Parental involvement } Data-driven discussions and planning } Increase in attendance rate <p>2.3-Leaders use evidence-based systems to examine and improve school wide practices</p>		

)} The new school leader will make strategic decisions to maximize human resources, budget and decision to improve practices. A trimester benchmark system will assess organizational decisions.

2.4 –School leader has a system to conduct targeted and frequent observation practices

)} School leaders will create a calendar of observations and learning walks to improve teacher feedback.

2.5-Leader use evidence-based systems to improve critical school-wide practices.

)} School leader will create an academic taskforce to assess all areas defined in the RSCEP.

The school's mission and long term vision are clearly articulated to all stakeholders. The goals are uniformly known and discussed across the entire school community and affiliated partnerships. The school leaders monitor and evaluate the school's progress periodically towards achieving the SCEP goals with its alignment to the school's vision. The school leader shares students' achievement data with the school community and plans to achieve the priorities as outlined in the SCEP. All assistant principals are expected to create professional goals that are aligned to the school's RSCEP. Using the Renewal Cabinet inquiry, instructional Assistant Principals conduct targeted and frequent formal and informal observation to norm all observations, while track teacher progress. The administrative cabinet meets twice each month to discuss teachers progress and feedback during cabinet meeting.

The school leader uses a variety of CBO partnerships and strategic recruitments, and hires that allows the school to meet the academic and social needs of the students. Protocols and systems are being implemented to allow the school leader to collaborate with guidance department, programming department and assistant principals for programming of students and teachers to incorporate expanded learning time program and SLC, which is aligned to students' achievement and progress. The administration deliberately aligns the use of resources, including the budget and teacher meeting time (using the SBO process) with school goals, resulting in structures that support professional collaboration to improve instruction, strengthening teacher practice and support student learning.

Instruction is beginning to reflect a set of belief about how students learn best. The school leader uses teacher leaders to model excellence for the staff. The school leader monitors and revises evidence-base practices connected to staff improvement. Currently, 12 of the teachers are listed as ineffective or developing in their 2015 APPR. In SY14 - 15, 27% (29 teachers) of staff were rated "developing" or "ineffective" in domain 3 of the Danielson Framework. The administration needs to strengthen teacher pedagogy in area of engagement (3C) and assessment (3D), questioning and discussion techniques (3B) so that all learners are engaged in rigorous tasks and high-level discussions as evidenced in meaningful student work products.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?

5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

The school leader will share a **common vision** with a clear understanding of the school's short and long-term goals about sustained student achievement. The school leader's vision is to provide a standards based educational program using a continuum of services available to all students. He plans to reach these goals through collaborative team meeting, professional staff development, early intervention, peer and adult tutoring, student involvement, and technology in a tolerant and open environment. The school is devoted to academic excellence, self-awareness, creativity and critical thinking. Creating a positive learning environment enabling this vision to be accomplished and begins in the classrooms with solid lessons that are the result of good lesson planning. It is important that all staff understands the importance of an effective lesson plan and effective pedagogical practices. During faculty, department, and team meetings, the school leader will spend time reinforcing the shared vision of the school community. Each week the principal will distribute a teacher newsletter highlighting best instructional practice and school vision for improvement. The Principal and CBO will develop accountable benchmarks that are aligned with the school's goals and RSCEP. The principal will meet monthly with the CBO to monitor the progress of the goals. The leader will realign resources to increase opportunities for student success. In collaboration with SLT and the new community based organization the leader will map out a plan to make the student achievement the main priority.

Evidence- Restructure of administrative and supervisory cabinet, sharing the new vision with all stakeholders, developing accountability systems to ensure that embedded leadership takes a part in the growth and success of the school.

Student Programs -Each student will receive an additional hour of learning time. Teachers will have designated time for professional development, teacher collaboration/teams, and students will have embedded additional time to support deficiencies or to enrich with upper academic courses those high achievers. Students will be able to take for example, College Now classes and offsite internships, the school will support mentoring, tutoring, prep courses, activities that foster socio-emotional growth and supplement of core instructions will be prioritized.

Observations -The school leaders will directly supervise the cycle of observations, norming and the content of the feedback that the teachers will received from their assistant principals. The leader will share academic expectations and actionable feedback. The school leader will monitor the school's progress and individual's progress using the Regents results and advanced respectively. The data collected will be compared to prior years to monitor for progress. Teachers who are struggling or have a TIP plan will be partnered with an "effective "rating. These peering will consider the areas of support for struggling teachers based on advanced rating.

Accountability -will be shared by teams of academic, behavior, socio emotional, attendance, supervision, clubs, etc. who will meet with the leader on regular basis to report progress and monitor the implementation of systems, benchmarks and a timeline.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 administrative cabinet will work collaboratively to develop a schedule of targeted informal and formal observations. The main focus of all observation will be in Domain 3 (Instruction). All observation report will include actionable feedback to staff. This will result in a 10% increase in the HEDI rating from developing or ineffective to effective on the Measures of Teacher Performance (MOTP) scale in NYCDOE Advance in domain 3 as compared to the previous year's rating.

Part 4 – 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 parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders will implement and monitor the use of inquiry to track student’s progress.</p>	<p>Teachers & students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Renewal Team</p>
<p>School leaders will monitor the Academic Taskforce to supervise attendance, credit accumulation, passing rates and socio-emotional systems.</p>	<p>Teachers, students and administrators</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Renewal Team, teachers, guidance counselors</p>
<p>School leaders will monitor parental involvement plan through focus groups, meetings with the parent coordinator and the discussion of data regarding parent participation.</p>	<p>Parents & students</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Renewal Team, Parent Coordinator, CBO</p>
<p>School leaders will ensure that a school-wide curriculum aligned to CCLS is written, used, and adjusted based upon the examination of school-wide practices.</p> <p>School leader will examine and improve school wide practices by reorganizing roles and aligning budget based on school needs:</p> <ul style="list-style-type: none"> - a reorganization of cabinet will be conducted to maximize resources and reduce operational funds. <p>School leader and members of the instructional cabinet need to create a goal-oriented learning community that is focused on teacher practice and student outcomes with deliberate strategies supported by the school community.</p>	<p>Teachers & students</p> <p>All strategic areas of Human Resources and Budget</p> <p>All strategic areas of Human Resources and Budget</p> <p>Teachers, students</p> <p>Teachers & students</p> <p>Students</p> <p>Students/Teachers</p> <p>Students/Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principals, Renewal Team, teachers,</p> <p>Principal & Assistant Principal</p> <p>Principal, APs, Guidance counselors, deans, CBO’s, SLC teachers</p> <p>Principal, Aps, instructional coaches</p> <p>Principal, Assistant Principals, SLT Team, coaches</p> <p>Aps, Lead teachers, teachers, Principal</p>

<p>School leaders will have a system in place to conduct observations, norming with assistant principals, and an effective feedback process to improve teacher instructional practices.</p> <p>Guidance counselors, SLC teacher teams and leadership will study the results of report cards and will conference with students and parents as an intervention tool.</p> <p>SLCs will conduct attendance outreach, inquiry, teacher collaboration and celebration of academic success.</p> <p>The SLC model will allocate time to conduct collaboration between teachers, students, parents and other members of the school community.</p>		<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Aps, Lead teachers, teachers, Principal</p>
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Part 5 – Budget and Resource Alignment

<p>Part 5a. 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>Resources needed: All stakeholders are expected to participate in conversations regarding professional development, workshops, ELT programs, PD, technology and plans stated in the academic taskforce design. Resource will be set aside for professional development outside the building. Money will be set aside to hire professional development providers to train teachers during designated days. Renewal team coaches will provide PD, coaching, modeling and team teaching opportunities for selected teachers.</p>											
<p>Part 5b. 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		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. 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>
<p>By February 2016, there will be a 5% increase in teachers receiving an effective rating in Domain 3. 60% of informal observation will be completed. 20% of formal observation completed. All teachers with a TIP will have completed a minimum of two informal observation. All TIP teacher will be have completed their mid-year progress monitoring with the direct supervisor. All observations completed will have actionable feedback and next steps.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	1
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	1
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	1
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	1
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>6.2-The school leader ensures communication with students and families- Based on the ITT-State Feedback and Quality Review the school will follow the recommendations and will take a proactive approach to improve communication with students and families.</p> <ul style="list-style-type: none"> } FHS has selected a new CBO that will work to strengthen community ties. } The CBO will assist in creating systems for “at-risk” students } There will be parent focus groups to assist in improving communication and the effectiveness of current structures. 		
<p>6.3-The school engages in effective planning and reciprocal communication with family and community stakeholder</p> <ul style="list-style-type: none"> } School will inform families in a timely manner of: workshops, celebrations, honor roll recognition, open school meetings, and targeted family discussions. } An effective calendar of activities will be created } A system that collects feedback from the attendees will be available to improve future activities. 		
<p>6.4 The entire school community partners with families and community agencies to promote and provide professional development</p> <ul style="list-style-type: none"> } The school community will develop a system to educate families. } Teachers will log SKEDULA anecdotal to improve family communication. } Parent SKEDULA logins will increase impacting participation and student attendance. 		
<p>6.5 - The entire school shares data in a way that empowers and encourages families to use and understand data</p> <ul style="list-style-type: none"> } The school community will engage in a data-driven conversation to plan and to encourage families in alternative ways to promote student success. 		

School leader and teachers will regularly communicate to parents and students the school's priority and plans for college and career. The school community proactively develops opportunities to engage students, families and community in conversations regarding high academic expectation. As indicated in the DOE 2014-15 school survey 82% of our parents believe that the school keeps them informed about what their child is learning, and are satisfied with the response they received when they contacted the school.

The 2014 - 15 Quality Snapshot showed that 74% of parents say that the school staff regularly communicate with them about how the staff can help their children learn. The Quality Snapshot also showed that 61% of the school community responded positively to questions about strong Family-Community Ties. This is 14% below the city's average and 13% below the borough's average.

The school uses multiple tools such as Skedula, the school's website, parent newsletters, and global messenger to communicate with families about school issues and events. The staff communicates regularly with parents concerning student progress, achievements and needs. The school is at the beginning stage of developing a system to monitor the effectiveness of communication. The school leader in collaboration with community base organization (CCS) has developed a plan to ensure that families are engaged and supported around students' academic, social and emotional growth. Professional development has been planned for classroom teachers and guidance counselors to help ensure and sustain parent engagement.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Accommodations of new space, translations services and navigation of the school system will be some of the tools cast to create a **welcoming environment**. A system of family mentors will network and expand the role of parents in the school setting.

School provides workshops, and sessions with the principal and members of the school community to share parental/family concerns and to provide parents with a voice.

Teachers will receive additional training and professional development in the common profile of the student **community** and will be taught how to handle specific issues from the school community.

Adult Education -Common Core Standards exposition of topic, general topics by content area, SKEDULA workshops, attendance interventions, financial aid, socio/emotional development in adolescents, etc.

Families will receive education in how to navigate the system, how to understand student reports, requirements and school inside tracking/monitoring of their child progress.

Part 3 – 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 consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the new CBO will assist in developing systems to promote parent engagement, student peer mentoring and teacher training in SKEDULA to increase the use of technology as a tool to foster parent engagement and promote 21st Century skills. As a result, there will be an increase in 10% teacher-parent communication, a 10% parent participation in workshops and a 20% student's login into Skedula.

Part 4 – 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) 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? (include school, educational consultants and/or CBO staff)</p>
<p>School leaders and Parent Coordinator will provide a series of workshop to use technology as a tool to foster parent engagement. Parents will receive Pupilpath/SKEDULA workshops to monitor their child's progress.</p> <p>Parents will be trained in how to open email accounts to facilitate school outreach and teacher/parent communication.</p> <p>ESL classes will be offered to parents in order to facilitate the navigation of the system and the basic language skills to improve communication.</p> <p>School teachers will receive additional training and will be monitored to increase the use of student logins into Skedula.</p>	<p>Parents & Family members</p> <p>Teachers</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, CBO, Assistant Principals</p> <p>Principal, Assistant Principals</p>
<p>Monthly workshops will be held to promote parent engagement facilitated by parent coordinator with appropriate translation supports to engage diverse population, acceptance and tolerance to diversity.</p>	<p>Parents & Family Members</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, CBO, Administrators</p>

<p>In addition to mandated NYCDOE meetings for SWD and ELL families, the school will provide information sessions to discuss researched based trends and patterns that have been found to be common among SWDs, ELLs, or SIFE students. These meetings will address the specific needs and common accommodations specific to ELLs, and SWDs as well as promote participation in extra-curricular activities in an effort to increase school engagement among these subgroups.</p>	<p>Parents & Family Members</p>	<p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, CBO, Administrators</p>
<p>Focus groups will be created to assess parental involvement. To create cohesive systems to support student socio-emotional health and to assess the work of the student support group to maximize the use of resources.</p> <p>The school community will provide teachers with workshops and data to promote a culture of trust and shared beliefs leading toward increased student achievement and family engagement.</p> <p>The SLCs will look at student data and analyze needs for professional development to meet the needs of all the students including ISS and ELLs.</p> <p>Flushing High School will develop a partnership with the Flushing Chamber of Commerce in order to provide business internships for students and increase community engagement.</p>	<p>Parents, Family Members, Students</p> <p>Teachers & staff</p> <p>Teacher & students</p>	<p>September 2015-June 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	<p>Principal, Parent Coordinator, CBO, Administrators</p> <p>Principal, Parent Coordinator, CBO, Administrators</p> <p>Principal & APs</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. 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>Resources needed: All stakeholders are expected to participate in conversations regarding professional development, workshops, ELT programs, PD, technology and plans stated in the academic taskforce design. Supplies for parent workshops and event hosted by Student Government and Art department (priority focus) The theatre and arts department will produce several shows for the school community to support the performing arts (priority focus) Per session for Arts teacher to produce art showcase and performances (Title I Basic) Per session for teachers and Guidance Counselors to participate in PTA meetings Per session for Guidance counselors to meet with students and parents after school for progress monitoring.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>	<p>X</p>	<p>P/F Set-aside</p>		<p>21st Century</p>		<p>C4E</p>
	<p>Title I 1003(a)</p>		<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>		<p>Other</p>

Part 6 – Progress Monitoring

Part 6a. 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, school will provide a minimum of two academic workshops to parents to improve the gap of academic knowledge between parents and their children. The parent coordinator will work with the CBO to host a minimum of two parent workshop with a focus common core and SED. All Small Learning Communities will also share the responsibility of informing parents of progress and academic trends. By February 2016 all SLC will have students information entered in Skedula so that parents can monitor their progress.

The Parent coordinator will actively monitor systems to ensure that training, workshops and parent participation increases, impacting student attendance and performance.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
By June 2016, all the students will receive an additional hour of ELT that will result in an improvement of 70% of the students passing classes they have failed in earlier marking periods.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
<p>Each student will have an additional one hour of mandated extended learning time from Monday to Friday for the entire academic year of 2015-2016. Students will received enrichment activities such as: College Now classes, tutoring, mentoring, internships, Science exploration, Digital arts, Drama and performing arts, college essay, etc. In addition , Saturday Academy will offer on-going registration for the Extended Learning Time on Saturdays, Early and After School programs. Flushing High School will offer a menu of classes which include: English, Algebra, Geometry, U.S. History, Global, Living Environment and Earth Science. Instruction will be provided by licensed teachers and peer tutors. Title III- Also, FHS has available Title III services offering ELT to English Language Learners. Students and parents receive bilingual Regents prep tutoring classes, as well as ESL instruction. The ESL Parent Program takes place after school hours.</p> <p>APEX / Blended Learning- Extended Day Learning courses are offered in APEX during periods 0 & 1 and after school period 10. Students who previously failed a course can retake the APEX course in extended day in order to earn credits towards graduation.</p> <p>CBO/Tutoring Services- The Sports and Arts in Schools Foundation also provides academic support and enrichment programming to “at risk” students. SASF offers intervention opportunities to students and their families.</p>				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

ELT Program will be in compliance with the stated additional hour.
 The programming of the student in each additional learning activity will be data driven.
 A core content area supplemental service, regent’s preparation, College Now courses, internships will be used as ELT opportunities.
 Leadership classes and peer mentoring will be used to improve student academic and socio-emotional development.
Professional Development will be designed to support the new culture of learning, inquiry strategies, protocols to discuss student work and how to provide students with actionable feedback.
The outreach to families will be done through mailing, school messengers, personal calls, newsletter.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?
 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
 3. Explain how you will evaluate the program to assess impact on student achievement.

School leaders will be responsible to monitor the progress of the extended learning time.

Part 4b. Timeline for implementation and completion, including start and end dates.
 Each student will have a mandatory additional hour of instruction from Monday to Friday for the entire school year beginning September 2015 - June 2016. Additional tutoring services, and Saturday Academy will be offered to support academic gaps.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.
 Resources needed: All stakeholders are expected to participate in conversations regarding professional development, workshops, ELT programs, PD, technology and plans stated in the academic taskforce design.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.
 The school will use February 2016 as a time frame for mid-point progress monitoring. Attendance monthly records and student performance will be utilized as an indicator to monitor ELT. School leadership will ensure that Extended Learning Time is monitored and is mandated for all students of the Renewal Schools.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, student leadership and parent engagement will expand resulting in an increase of 20% participation in student and parent/family activities.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Incoming 9th grade students and a selected group of 11th and 12th grade students will be targeted for participation in a peer leadership and mentoring program, Peer Group Connection (PGC). Those students who are chronically absent and whose absence is trending towards chronic absenteeism will be paired with a mentor to provide regular one-on-one and/or small group support and connect with families on a regular basis to identify needs and connect both students and families to support services in the school and within the community. Additionally, ELL students, students in temporary housing, students transitioning from the juvenile justice system, Special Education students, and other student populations and their parents with unique needs will be matched with services according to their needs, including through existing partnerships with Sports and Arts Foundation and AAFE. Additional leadership opportunities will be offered to parents through workshops, employment opportunities, community engagement opportunities, and opportunities to support their children’s academic progress in partnership with teachers and school administrators.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

- Center for Supportive Schools (CSS) will be the school’s lead CBO partner. In partnership with the school, CSS will hire a Community School Director. The Director will be responsible for the day-to-day management of the community school strategy, facilitating and providing leadership for the collaborative process of developing a continuum of services for children, families, and community members. The Director will drive development of community school action plans and planning for sustainability. S/he will track the school’s progress against performance goals, collect school data, and support program evaluation activities and manage partnerships. The Director will ensure that the community school strategy is implemented at exceptional levels of quality with full support, buy-in, and regular

communication with stakeholders across the school community. Specific position responsibilities will include:

- Build and maintain relationships with administration, faculty, staff, students, parents, and community partners.
- Organize and expand upon the membership of the Community School Team (CST) to include diverse school community stakeholders and CBOs.
- Conduct a needs assessment process, including: reviewing school and student-level data; conducting focus groups with parents, students, faculty, staff, administrators, and community partners; and reviewing and/or conducting school climate and culture survey.
- Conduct a community asset assessment to identify viable partnerships that can meet the needs of students and families of the school community, including developing metrics for partnership evaluation.
- Recruit and develop partnership agreements with people and community organizations willing to offer programs and services for students and families at the school in accordance with identified needs.
 - Identify evidence and research-based practices and/or partnerships that address priority areas for the community school strategy, which may include but are not limited to: Parent/Family Engagement; Community engagement; Youth Development; Academic Rigor and Instructional Practices; Health and Mental Health.
- Tutoring; After school programming; Mentoring; and Early Childhood.
- Develop, maintain, and publicize a schedule of programs and activities offered at the school.
- Implement and maintain a process that encourages referrals to programs and services offered at the school.
- Identify needs of chronically absent students, apply interventions, and track and monitor impact of interventions on weekly basis, as part of weekly Student Success Summi.
- Collect and monitor program implementation data and student data for each partnership that allow easy data analysis and interaction by the SLT and other school stakeholders.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

Center for Supportive Schools (CSS) in partnership with school leadership will implement the Community School program and provide oversight. Key personnel include:

- Community School Director (CSD) will drive the day-to-day implementation of the Community School program, as described above.
- The Principal will provide general oversight and will participate in all SLT and CST meetings.
- Assistant Principals will provide general oversight and will participate in all SLT and CST meetings. In addition, they will support the implementation of Peer Group Connection (PGC) and Achievement Mentoring and will work with CSS to ensure that ELT partnerships are serving and meeting the needs of targeted students.
- Our Parent Coordinator will be a leader in outreaching and engaging parents in monthly forums, supporting parents in leveraging our Parent Center, engaging them in workshops and leadership opportunities in the school community, and matching families to community services to meet their needs.
- Representatives from CBO partners such as Sports and Arts, AAFE, and other identified partners, will provide monthly reports on progress and challenges to the CST in accordance with their service agreements where applicable.

The joint ELT program will be structured as follows:

- Sports and Arts Foundation will continue and expand their ELT offerings, targeting 9th grade students, underperforming students in grades 9-12, and other students identified as needing additional social and

emotional supports through math, social studies, ELA and science intervention services for one hour each day followed by one hour and 15 minutes of enrichment activities.

- Teachers will have the opportunity to propose and implement ELT opportunities for students throughout the school year in response to student needs. Teachers will work with CSS and school leadership to access appropriate resources and curricula to support their ELT work.
- Additional partners will be identified based on student needs.

CSS will require all partners to submit monthly impact reports assessing program quality based upon measures defined in the partnership agreements. These reports will serve as an ongoing common framework for communication between the CSS and the school and partners.

- CSS will use a variety of mechanisms to track progress. Data will be presented on each outcome in Community School Team and School Leadership Team meeting within a "data snapshot" where the comprehensive data can be viewed in one dashboard view. This data will be used to assess progress towards meeting the above defined outcomes and to address challenges if outcomes are not being met. Specific ways to track progress for key outcomes include:
 - Successful implementation and operation of the Community School Team will be tracked based on: representative composition from all community stakeholders; number of members committed to the team compared to average meeting attendance/evaluations:
 - Completed after CST meetings that assess the extent to which each member finds the meetings to be well-managed, collaborative, and productive.
 - Increased parent engagement will be tracked based on: participation in Parent Association meetings; participation in ongoing needs assessment and feedback activities; participation in parent services provided; the number of parents who assume specific roles in the Community Schools effort; participation in parent-teacher conferences; teachers who report developing positive relationships with parents through weekly phone calls and other means of communication; parents who report developing positive relationships with teachers through weekly phone calls and other means of communication.
 - Increased student participation in expanded learning and enrichment activities will be tracked based on: attendance in activities; inventory and evaluation of services and activities provided; the number of students who assume leadership roles in expanded learning and enrichment activities.
 - Increased utilization rates for mental health services and improved mental health will be tracked based on: the number and demographics of students and families that participate in services compared to the entire target population; frequency of support utilized compared with recommended frequency of support provided; evaluations from students and families reporting on perceived impact of services; student academic performance data improvements and other on-track indicator improvements.
 - Increased school resources will be tracked based on: the estimated value of in-kind services rendered; targeted students served before and after implementation of community school strategy and estimated cost per student; and value of additional resources generated for the school to provide community school services and support by CSS and/or other CBO partners.

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

- A Community School Director will be hired by CSS.
- Teachers will be requested to provide support for ELT.
- CBO partners will be contracted to provide additional in-school support and support for ELT to compensate for and supplement the support that can be provided by teachers.
- The school schedule will include the one additional ELT hour (the Renewal Hour) added to the schedule for each student.
- To implement Peer Group Connection (PGC), selected 11th and 12th grade students will participate in a daily peer leadership course. Weekly for 45 minutes, grade peer leaders will "push-in" to 9th grade classes to conduct activity-based sessions that support 9th grade students' social and emotional development and help them to positively transition into our school. A full curriculum will be provided by CSS.
- Teachers professional time will partly be used to support students in dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS.

• Additional mental health support providers will be contracted to meet our students' needs.
Additional professional development for teachers will be provided through CSS and other identified partners based on areas of teacher need.

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

A needs and asset assessment will be completed July through December 2015.
Partnerships and an effective ELT structure will be in place and communicated with teachers by August 2015.
Peer Group Connection (PGC) will be implemented beginning in September 2015 through June 2016.
Monthly Community School Team meeting engaging parents and community partners will begin no later than October 2015 and will continue through June 2016.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Junior students targeted to take regents in January and June, students behind on credit accumulation	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturday School, Early & After school tutoring from October 2015-June 2016
Mathematics	Freshman on the bottom third, students behind on credit accumulation	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturday School, Early & After school tutoring from October 2015-June 2016
Science	Freshman on the bottom third, students off track	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturday School, Early & After school tutoring from October 2015-June 2016
Social Studies	Seniors and Juniors off track	Saturday Academy, Tutoring, Blended Learning-Apex	Small group, One-to one, blended learning	Saturday School, Early & After school tutoring from October 2015-June 2016
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor	Individual, small groups, evening hours resources	Individual, small groups	Saturday school, Early and After school Guidance counselor hours, Evening hours

Section 9: 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.
Title I funds are utilized to implement regents preparation in the Saturday Academy Program, Early and After School Hours. The school runs an academy that serves the school population in a small Saturday setting where students take classes and meet with an on-site guidance counselor to discuss their progress and tracking their credits towards graduation. Also, early and after school tutoring services are available to provide additional support and accommodate various student's schedules. In order to recruit highly qualified staff, job posting qualifications will include overall ratings, success rate of students in regularly assigned classes, and training & experience working with ELL, IEP and Lowest Third students. Lead Teachers will be utilized to offer on-going professional development to support staff once they are hired.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>The Professional Development Plan of FHS is comprehensive and will be based on a strategic plan targeting deficient areas found in the ITT-State Feedback, Quality Review and Needs Assessment by the Schools Renewal Team. The main areas of focus will be: Curriculum and Instruction; School Culture; Development of Leadership; and College and Career Readiness.</p> <p>Curriculum and Instruction- FHS will develop professional development to assist teachers in developing and implementing research-based literacy strategies and activities in daily lesson plans and aligning curriculum units and lessons that provide multiple entry points with the Common Core Learning Standards, including all students, as well as sub-groups, such as ELLs, ISS and the lowest third in order to promote greater student engagement in rigorous and critical thinking. Some of the areas of professional development will include: instructional focus and the instructional shifts; school wide data analysis to drive instruction; WITsi; Danielson Framework; Instructional Support Services and ELL multiple entry points; academic language; teaching counter claim and refutation; Citywide Instructional Expectations; inquiry and protocols to evaluate student work; alignment of curriculum maps and units to lesson plans; strategies to support high thinking level questions (DOK); scaffolding of materials; knowledge of content-related pedagogy; and meaningful student feedback.</p> <p>School Culture- The professional development will target diverse areas of school culture that includes parent engagement, staff and community involvement in order to foster an academic culture by which students extend their learning at home independently and to develop a collaborative environment wherein staff members will build toward a unified culture of teaching and learning. Some of the areas of professional development will include: Pupilpath; building organization; student-related data; classroom environment; navigating the school system; and learning environment surveys.</p>

Development of Leadership -The professional development in this area will build distributive leadership capacity within FHS community by creating opportunities for all stakeholders to become vested in supporting the success of this learning environment through participation in all aspects of academic and extra-curricular activities and school sponsored events.

College and Career Readiness- The professional development in this area will build a foundation for college and career readiness by focusing on course programming and training for teachers. The school will provide exposure and college and career coursework to students to prepare them for post-secondary education.

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/information, 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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	928,548.00	X	16,17,21,25,29
Title I School Improvement 1003(a)	Federal	X \$16,979	X	29,35,43
Title I Priority and Focus School Improvement Funds	Federal	X \$398691	X	21,25,29,35,43
Title II, Part A	Federal	0		
Title III, Part A	Federal	53,076.00	X	17,25,35
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	11,666,148.00	X	21,29

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: 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 RSCEP 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.

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Flushing 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

We have 489 students in our program. Our ELL students are 70% Spanish speakers and 18% Chinese speakers. 2% of our students speak other languages. Students from Haiti and Pakistan make up the largest other language groups. 66% of our students have 0-3 years of service. 15% of our students have 4-6 years of service, and 19% of our students have 7 or more years of service. 48 students are SIFE. 80 of our ELLs have IEPs-- of whom 59 have been ELLs for more than 6 years. 44 have self-contained services in some areas; 30 have team teaching services; and 4 have resource room and two students are LTAs. We look at our student by cohort for data purposes. We have 82 students who will graduate in 2018, 125 who will graduate in 2017, 116 who will graduate in 2016 and 107 who will graduate in 2015. In our senior cohort 14 out of 107 passed the ELA exam, 65 have failed the ELA exam and 28 have not been tested. More half of those students have come to the US in the last year. 66 students in our senior cohort have passed the Algebra Regents. 32 in our students in the senior cohort have passed at least one science Regents. 33 students have passed the Global Regents. 29 students in the senior cohort have passed the US History Regents. Students are most challenged by the ELA exam because they cannot take it in their home language.

We have improved our students' retention fro last year to this year. In September 2013 out of the 150 students on our RGCS for cohort 2014, only 107 were still on our register (71%) in September 2013. This year we have retained 107 out of 131 students (82%). This is an increase of 11%. Our big challenge is to move ELL students from no English to graduation in four years or less especially those students who it is determined that they are in the senior cohort the year they arrive.

Title III Saturday Program Supplemental Direct Instruction

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

How will the classes be taught?

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

Part B: Direct Instruction Supplemental Program Information

mastery of reading, writing and comprehension goals. Students will work on these goals through the computer-based program.

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

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

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

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

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

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

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

Funded by Title III

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

After School Title III Program Supplemental Direct Instruction

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

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

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

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

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

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

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

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____

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

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

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

Part E: Budget

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

Allocation Amount: \$79936

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$79936

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$79,936</u>	_____

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 460
School Name Flushing High School		

B. Language Allocation Policy Team Composition

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

Principal Tyee Chin	Assistant Principal Diana Scalera
Coach Debra Lavache	Coach type here
ENL (English as a New Language)/Bilingual Teacher Demetra Fasolakis	School Counselor Francis Goris
Teacher/Subject Area Patricia McNaulty	Parent type here
Teacher/Subject Area Martha Cruz	Parent Coordinator Mary Vacarr
Related-Service Provider Johnell Scott	Borough Field Support Center Staff Member type here
Superintendent Aimee Horowitz	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	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	8	Number of teachers who hold both a bilingual extension and TESOL certification	0
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)	2092	Total number of ELLs	449	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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish , Chinese
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	101	86	42	51	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	449	Newcomers (ELLs receiving service 0-3 years)	317	ELL Students with Disabilities	80
SIFE	47	Developing ELLs (ELLs receiving service 4-6 years)	56	Long-Term (ELLs receiving service 7 or more years)	76

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	254	31	0	27	3	0	7	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	63	8	4	29	4	11	69	1	42	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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
Chinese	0	0	0	0	0	0	0	0	0	12	17	17	17	0
SELECT ONE	0	0	0	0	0	0	0	0	0	89	69	25	34	0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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: _____

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										139	99	33	40	0
Chinese										19	22	21	20	0
Russian										0	0	0	0	0
Bengali										6	1	0	0	0
Urdu										5	2	0	0	0
Arabic										2	2	4	2	0
Haitian										3	1	3	3	0
French										0	0	1	0	0
Korean										0	1	2	2	0
Punjabi										1	2	0	1	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other PASHTO										2	2	0	2	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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													8	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										27	38	31	17	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	94		23	
Integrated Algebra/CC Algebra	269		151	
Geometry/CC Algebra	15		15	
Algebra 2/Trigonometry	2		2	
Math _____	0		0	
Chemistry	0		0	
Earth Science	22		10	
Living Environment	165		72	
Physics	2		2	

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	163		76	
Geography	0			0
US History and Government	85		45	
LOTE				
Government				
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	37	47	102	26				
Chinese Reading Test	0	43	3	0				

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.

We use several different tools to assess early literacy. As a school with a high level of over-the-counter students (over 100) each year, we need to measure how well students are prepared for high school work. Our first tool is the NYSITEL for new students. This will give us an idea of how well the student can speak, read and write in English. Most of our incoming students (71 out of 107) cannot answer any questions on the NYSITELL. The second step is to determine if students are literate in Spanish (80% of our students are Spanish speaking). The Spanish LABR provides a percentile score that can determine the level of Spanish Native Language Arts a student is placed in. We also administer the SIFE interview. This can help us identify which students need further testing with the LENS exam. The LENS exam provides a description of the skill levels of students in math and their native language. This information is shared with the subject APs to help with programming.

If students already have a NYSESLAT score, we use that information to program students according to their mandated number of minutes of instruction. In the classroom, teachers use the information provided in the NYSESLAT and the AMOA tool results to tailor instruction and create instructional groups. In addition, the department uses Achieve 3000 as method of assessing students' reading Lexile levels in English and Spanish. This online software package tests students' Lexile levels as a pre-test at the beginning and end of the year. This pre-test can be taken in English or Spanish. The teacher will determine which language the student should be tested in. If the student already has some proficiency in English, the student will usually test in English. It is an adaptive reading improvement software that also helps students improve students' Lexile levels over time. Each ELL has a user name and password. Beginner and Intermediate classes have two periods a week to use Achieve 3000 and Advanced students have one period a week. 48% of the users work at home after school. The pre-test is given in October-November. Every reading assignment is provided to each student at their personal Lexile level. The whole class reads and discusses the same article and with a text that is within reach. Students are asked to answer questions based on the text and their responses are graded. If a student has 4 activities with a score over of 75% or over, they move up a step in the Lexile of the text provided at the end of a month. The average number of activities per student this year was 20. Expected growth in Lexile was 84 points in Lexile growth. The actual mean growth was 192 points across all classes (Achieve 3000 Performance Report May 2015).

Our goal in 2014-2015 was to become more proficient in the delivery of instruction of this powerful tools. Teachers received 4 PD

days to support their work from an Achieve 3000 professional developer. We used Achieve 3000 as part of our Inquiry Team study. We choose this program to support inquiry because it had a valid and reliable pre-test, monthly reports on progress and a post-test. Teachers had a choice of strategies: either annotation or WITSi. We started with annotation before WITSi started in the building. When some teachers were beginning to be trained in the WITSi strategies, they shared them with the department in Common Planning Time. Teachers began to combined both strategies. Students used the online writing tools to document their use of these strategies. The more students used these strategies, the higher their Lexile level increased. Students who completed the most activities at home and in class and entered their writing online had the highest achievement in increasing Lexile Levels +545L. The increases were variable due to student reliability in attendance and compliance to the work. Students whose attendance was less than 80% made little progress. We are addressing attendance issues through our common planning time. Teachers are required to use this time one day a week to make contact with parents whose child has less than regular attendance. We are also created a contract for parents to sign that explicitly states how Achieve can improve a students academic achievement and what the time commitment of the student needs to be.

Our Special Education population was the group that benefited most. ISS students tested out of ESL at a level 4% higher than our general education population. This program helps our student meet AMOA 2—Flushing ESL students test out of ESL at a higher than expected rate.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Over-the-counter admissions begin the week before school opens. From August 25, 2014 to June 18, 2015 119 students were tested with the NYSITELL. 71 students (60%) had no testable proficiency in English. 22 students (18%) had a minimal proficiency in English (scored under 20 points). 10 students (8%) scored at the intermediate level. 7 students (5%) scored at the Advanced level. 8 students (7%) tested out of ESL. 78% of our over-the-counter students have little or no English proficiency. Currently, only 104 of these students are still enrolled. 55 students are in the 9th grade. 33 students entered the 10th grade. 9 students entered the 11th grade and six students entered the 12th grade. Only one 12th grader was an advanced student. All 11th graders tested at the Beginner level. These students do not have sufficient time to improve their English quickly enough to be able to graduate with their cohort. We use the NYSITELL data to give students their initial programs. If a student has no measureable English proficiency, they are placed in the Newcomers class with other students who are newly-arrived. Students with a higher beginning proficiency can move into a 2nd year beginner class. If a student tests at higher levels they are programmed into the appropriate level of instruction. In the last year, 25 new SIFE students were admitted. Three teachers, Mr. Skolnick, Ms. Kendzierski and Ms. Lavache attended a two day PD for SIFE students. These strategies help with Newcomers also. Ms. Kendzierski also attended a five day workshop last summer on Learning and the Brain that focused on supporting SIFE students. She was instrumental in writing the SIFE grant, led its implementation and taught the main day-long Saturday classes that included teaching artists, visits to the museums in the city and art being created as a product of student classwork. The focus of the artwork was to strengthen students' identification of letters and numbers and chart their immigration story.

Below is a chart that shows the distribution across the proficiency levels and ISS status. The distribution of students over proficiency levels shows the largest number of students is in the beginner level (Newcomers and Beginners) and the least number of students are in the intermediate level. Our ELLs are mostly concentrated in levels that need the most language acquisition support.

Proficiency Levels	Total	ISS
Newcomers	79	
Beginners >1 year	125	6
Intermediate	107	19
Advanced	138	39
Total ELLs	449	64

The majority of our students are deficient in reading and speaking according to the RLAT. We have established two initiatives to directly address these areas. This semester, we worked in Inquiry Team using two different strategies—WITSi and annotation. Students had to read text and annotate the text as they were reading. After reading the text, they needed to write out what they learned using sentences that contained “because”, “but” and “so.” Students also used these strategies in conversation.

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

The AMOA tool revealed that we are not meeting AMOA1. This is students making progress from year to year. The tool shows that the school has not met this goal since 2009-10. Our AMOA Tool also reveals that we have a higher than average percentage of students testing out and meet our AMOA 2 goal each year. Even with the increasing targets we are above those targets. This can be explained by the nature of the students who attend our program. In the last few years, we have had more over-the-counter ELLs than list notice ELLs. For example, in 2014-2015, there were 75 list notice ELLs. 31 were advanced, 21 were intermediate and 18 were beginners. 5 students never attended Flushing. Our OTC students are overwhelmingly students what have no proficiency in English. Our list notice students are mostly advanced and intermediate. The are also ISS/ELL. We are very successful in helping list notice students to test out as soon as possible especially our ISS students. They test out at a rate that is 4% higher than the Gen Ed ELLs.

Some of the challenges with our beginning students is that, because they are in the largest group, their classes tend to be the largest

ESL classes. The beginner levels included this year SIFE students, overage students and students who had not made progress for more than two year. These students are mixed in with our newcomers in very large classes because of budgetary reasons. For next year, SIFE students should be given a separate class in ESL, Math and Spanish in which literacy will be the main focus. The school has purchased the program RIGOR to address the needs of SIFE students and will bring in job-embedded RIGOR trainers to work one-on-one with the teachers who will teach these classes. Our overage students who have had little success in these large classes also need special support and should be programmed to accordingly. These two groups should be a focus of inquiry work to help the department indentify the strategies that will support of the growth of these students.

The ESL teachers were given the AMOA Tool broken down by students in their classes with notes to explain the risk. These notes are specific to each child and describe how the students history impacts their progress. The information from the tool was resorted to give each teacher a copy of the information in this report by class. Teachers used the information to provide individualized support to each student. The ESL teachers are: Demetras Fasolakis, licensed ESL teacher, Susan Kendzierski, licensed ESL teacher, Fan Kong, licensed ESL teacher, Debra Lavache, licensed ESL teacher, Jianguang Liu, licensed ESL teacher, teacher, Glenn Paolantonio, licensed ESL teacher, Maria Silva, licensed ESL teacher and Craig Skolnick, licensed ESL teacher. For example, Javier Vilchiz Gonzalez is a student of Mr. Skolnick. The teacher came to me about this student because; while very able, he was not performing in the ESL class. In discussions with Javier, we discovered that he was angry that he was still in ESL. He is an ELL/Swd. He was in the advanced level and believed that he should be out of ESL. As a new freshmen, he did not want to be in an ESL class. The AMOA tool was able to give me the information I needed to help him understand why he was in this situation. He had not taken the NYSESLAT since sixth grade when he tested as an advanced student. The AMOA tool ranked him in the highest at-risk category (7) because he was not finishing exams; however, in areas he completed, he did well. His teacher and I worked with him throughout the year to support his fears and lack of confidence in taking exams. He took all four parts of the NYSESLAT this year. Teachers were trained to use this form in common planning time and they shared that information with each individual student. They also used that data to have discussions with students regarding their personal goals for improvement.

The school-wide instructional focus this year was: If teachers model rigorous reading and writing tasks that include scaffolding for academic language, then students will be able to participate collaboratively in pairs and/or small groups to use text to justify a claim and refute a counter claim. The ESL teachers had a goal of teaching 3 units of CCSS based on the EngageNY grade 9-10. The ESL department used the information in the AMOA tool to help differentiate this work. We are working in common planning time to improve our delivery of Achieve 3000 to better support the reading and writing skills of students. We created an Achieve 3000 contract that explicitly explains how students should interact with the program. The data from the program will be considered in students' grades. Through our Inquiry work, this online tool was used to build writing fluency. We have also adopted the program Milestones that provides chapter and unit exams that measure student progress by modality. Through the use of this program, students are aware of the four modalities and that they are expected to improve throughout the year in each modality.

4. For each program, answer the following:

- a. What are the patterns across 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?

The chart below are the results by grade level of the NYSESLAT 2014. At grade 12 the highest number of students are testing advanced or proficient. Only 3 12th graders were still in beginners. Thirteen 2014 graduates tested out in their 12th year. This chart shows that students who come to us with some proficiency, testout in the 9th or 10th grade. Students who come to Flushing in the Freshmen year as newcomers have a chance to test out in the 12th grade.

Grade	Beginner	Intermediate	Advanced	Proficient
9	54	25	34	21
10	29	26	26	20
11	22	19	23	11
12	3	13	14	3
2014 Graduates				13

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

The Fall and Spring ELL Periodic Assessment was given in the October 2014 and March 2015. The exam tests for the standards from the former New York Standards for ELA and not Common Core Standards. This year, the ESL department taught units from the EngageNY 9th and 10th grade ELA curricula. The department-wide results were reviewed in CPT by teachers. Each teacher has an account on Schoolnet.net and is able to review their individual scores of their students. While some students improved in the areas tested by the ELL Periodic Assessment, the overall Spring score was similar to the Fall score. While these exams gave us some information about the work

that students are doing, it did not match our school-wide instructional focus nor did it measure the skills needed to succeed in our focus of the CCSS writing. The recommendation for next year is that ELLs take the MOCK MoSL exam instead of the ELL Periodic Assessment. Students who speak Spanish or Chinese have a home language arts class each day for four years. These classes are designed to improve academic literacy in the home language. Both Chinese and Spanish speakers can take the AP exams in their languages. The home language is also used in bilingual classes and with pushin ESL teachers. ESL teachers who have some proficiency in Spanish and Chinese push into the Science classes where there is no bilingual teacher present to support the growth of both the academic language in the home language and the development of academic language in the content area.

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*.]

N/A

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

Our Chinese and Spanish speaking students make up 88% of our program. They have one period of native language arts a day. These classes are taught by teachers licensed to teach the home language. Also, any parent meeting sponsored by Title III or the ESL department offers simultaneous translation in both Chinese and Spanish. In addition, each classroom has a library of word-for-word glossaries that reflect the languages spoken in the classroom. We do not offer home language class for the 12% percent of our students who speak languages other than Spanish or Chinese. This year; however, we had a special meeting for our South Asian families sponsored by the New York Immigration Coalition that was translated into Bengali and Urdu. We do have glossaries in all the languages that are spoken in our school. We offer our ESL only students the opportunity to take the Less Commonly Taught Languages Regents-like exams offered by New York City and we make available the content area Regents exams in their home language where available. Exams are available in Spanish, Chinese, Korean, Haitian Creole, and Russian in the following areas: Integrated Algebra, Common Core Algebra, Global History, US History, Living Environment, and Earth Science. We also have word for word glossaries available in the content area classes and as part of their testing accommodations. Also, during parent teacher conferences, our Chinese Club organizes our Chinese students to escort and translate for Chinese parents, and the school's ASPIRA club organizes the Spanish escorts and translation for Spanish speaking parents. In addition, all staff members have been given information on how to access the DOE translation unit. We also administered the Chinese Reading Test and the ELE in May. The reading scores help us identify our SIFE students. It is more frequent to find Spanish speaking students with interrupted education. The lower quartile students can also be heritage learners who are also long-term ELLs. We use the ELE to program our students in Spanish.

According to the Spring 2014 Chinese Reading Test, no students were in the lowest quartile. All but three students are in the second quartile and three students are in the third quartile. Chinese students have more homogeneous literacy needs in Chinese. Our students have home language arts classes and their teacher, Jenny Chen, is also a licensed ESL/Chinese teacher. She uses Chinese to help students learn to write well for the ELA Regents. In the third and fourth year of Chinese, our students are in an AP class to prepare them for the AP Chinese Language and Culture exam.

According to the Spring 2014 Spanish Reading Test, 17% of the Spanish speaking ELLs are in the lowest quartile. They can be SIFE students or long-term ELLs who are heritage speakers of Spanish. Many of these students are also ISS. 22% of our Spanish speaking students are in the 2nd quartile. These students have sufficient proficiency in reading to function in Spanish but struggle with academic language. 48% of Spanish speakers are in the third quartile on the reading exam and 12% are in the 4th quartile. These students are our best candidates for the AP Spanish Language and AP Spanish Literature exams. The results on the ELE and the Chinese Reading test help us understand the shifting literacy levels and needs of our population.

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?

N/A

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

In 2012-2013 76% of our graduating cohort was retained over 4 years. 55 students passed the ELA exam out of 167 of the total cohort (per RGCS). This resulted in a 24.50% graduation rate. In 2013-2014, 71% of our graduating cohort was retained after 4 years. 55 students passed the ELA exam out of 140 students in the total cohort (per RGCS). The graduation rate for ELLs rose to 33.3%. In 2014-2015, the retention rate fell to 71.2% of the total cohort (per RGCS). This was due to NYSED redesignating 8 students who were ELLs as non-ELLs because they had passed the ELA Regents in the previous year and they were in the Advanced level. If these students had remained in our cohort, the retention rate would have been 77.6%. Retention rate is an important first step to increasing graduation rate. This year, using Title III funds, there was an increased focus on guidance support and the type of conversations that took place between guidance counselors and students. Instead of guidance counselors telling students what they needed to do to graduate, guidance counselors were instructed to solicit from students what the obstacles were for students meeting their goals and how the school could support them. This changed the conversation and the relationship between guidance counselor and students. There were more follow up conversations and more problem solving that happened with students and families. We also use the AMOA tool as a benchmark of our progress; however, we are aware that each year presents different types of

challenges for educators and students. We meet our AMOA 2 each year and are predicted to continue to do this; however, there was a new NYSESLAT test this year that may impact that outcome. We have not met our AMOA 1 gains in many years due to the predominance of newly-arrived students.

We also used our inquiry teams work to review student writing and used the review of work as a way to push students to be more active in their use of Achieve 3000 software to improve their Lexile levels. The students who use the program with fidelity, make large gains in Lexile levels while students who put little effort outside, make smaller gains. We need to motivate both teachers and students to take better advantage of this program. In spite of less than the full in of some students, most students make at least 2 years worth of gains in their reading levels through the use of the program.

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.

There are three people mainly involved in the ELL Identification process: AP ESL Scalera is also a licensed Spanish teacher, Susan Fisher, the pupil accounting secretary and the BESIS Coordinator, Melanie Garcia. Ms. Garcia is a licensed health teacher with a high level of fluency in Spanish. AP Scalera worked with Ms. Garcia for a month to train her in the ELL Identification process. When she was fluent in the ability to interview students and parents, she took over the responsibility for the process. The identification of ELLs takes place at the very first conversation that the students and families have with Susan Fisher, pupil accounting secretary. The pupil accounting secretary identifies if the students are first-time admits to the Department of Education or transfer students from other city schools. The transfer student has been out oare referred to see the BESIS coordinator, Ms. Garcia alerts AP ESL Scalera that she needs to determine the proper ESL level of the students according to previous NYSESLAT or NYSITELL scores. New for next year, the BESIS Coordinator will administer the HLIS to NYS admits as well as those who have not been a NYS public school for 2 or more years. These students will be eligible to go through the ELL identification process again. In the case of first-time admits, Ms. Garcia administers the HLIS and interview in the parent's preferred language. The next step is the interview in the parents' home language to determine, in conjunction with the HLIS, and an informal interview, what the home language of the student is. This information is entered into ATS by Ms. Fisher. Ms. Garcia uses the DOE's sample interview questions (a new interview will be used next year) to administer the informal oral interview to determine if NYSITELL should be administered. If a student scores below proficient on the NYSITELL, he/she becomes eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficient on the NYSITELL are administered the Spanish LAB in order to measure language dominance in Spanish. This is mostly done on the first day of admission and always within 10 school days of a student's initial enrollment. The results of these tests are scanned to determine the students' language levels. Ms. Garcia provides the guidance counselor who meets with the family, with the proper placement for the student. If the child is Chinese speaking Jianguang Liu (licensed ESL teacher) translates the interview process for the parent. If a parent speaks a language for which there is no staff member who can translate the interview process, the Translation Unit is contacted and support is offered over the phone. When the NYSITEL and Spanish LAB are administered, Ms. Garcia uses the informal SIFE interview to determine if a student is SIFE. If the information the student provides indicates that the students is a SIFE student, the LENS may be administered. The school administered the LENS for the first time this year as a pilot. It was found that it is a very long exam and very challenging for SIFE students who often have never used a computer before. We do not have staff who can work with a student throughout the day in order to administer all parts of this exam. It is recommended that the LENS exam be administered during the school day once a month with a computer literate teacher whose classes are covered. There needs to be extensive monitoring of students working on these exams. There are several different ELA and Math sections on the exam. At the end of each section, the student has to log out in a particular way so that the data is not lost. If groups of students take this exam at one time, it will reduce the need to increase the amount of comp time of the BESIS coordinator and the students will not have to take 5 hours of exams in one day.

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).

As part of the intact process, the math department gives an in-house math exam to determine if a student has basic math skills. This information is used to identify the proper math class. All students are given the SIFE interview within the first week of enrollment to identify students with interrupted education. If a student reports a gap in his or her education, the results of the Spanish LAB are used to determine how the lack of instruction has impacted the student's ability to read in Spanish.

The LENS exam is a challenging exam to administer and was optional this year. We piloted the exam with several students. First, it is online and, in many cases, SIFE students may have never used a computer before. Second, the interface is unreliable. We had several students take all parts of the exam and end up with a score in only one part. When the tech support at CUNY was contacted,

we were told that there was nothing wrong with the exam but the student had to exit each section in a particular way to ensure that their answers were counted. When we followed instructions, sections of the exam would still disappear. In addition, a report cannot be downloaded. Reports can only be printed from the screen. In order to share the detailed report, which is about ten pages long, copies have to be made and put in the mailboxes of the interested parties. Finally it took a SIFE student an average of 3 hours to get through the exam. We could not administer the exam on the same day as the intake because that would be too many hours for a student to have to take exams. We were lucky to have an administrative intern, Ivonne Leon, who is a licensed Special Education teacher, to help us with the pilot. If the DOE will mandate the LENS, it needs to be more reliable in the administration process, it needs to be able to produce PDFs of reports that can be shared electronically. It should be given once a month, for example so that all the students who entered in the last month could take it at a separate location together to save some time.

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).

We will need more guidance on this process; however, the people involved in building the team will be AP ISS Samuel McElroy and AP English, Gisele Morgan. In informal conversations regarding the need for a Language Proficiency Team, Mr. McElroy will consult with Dr. Eileen Chu, the school psychologist and possibly the ESL Lead Teacher Ms. Lavache.

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.

Ms. Garcia, the BESIS Coordinator sends out entitlement and non-entitlement parent notification letters within five days after the NYSITELL is scanned. A copy is placed in the student's file.

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).

When the entitlement/non-entitlement letter is sent within 5 school day it will include notification that the parent has a right to appeal the ELL status within 45 days of enrollment. A copy of the letter is placed in the student's file.

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.

Parents/Guardians who bring the student to enroll to school are given a copy of the ELL Family Brochure in their preferred language of communication and shown the Parent Choice Video in their preferred language of communication. They are then given the Parent Survey and Program Selection Form in their preferred language and given an opportunity to ask questions regarding the choices. The BESIS Coordinator is a Spanish speaker. This accounts for the majority of our OTC students. In cases where there is a staff member who speaks a language other than Spanish, he/she will help with the process or the language translation unit will be called. Before the parent leaves, the choice has been made. This Survey is kept in the Students ELL cumulative folder.

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.

In the rare cases in which the parent does not have an opportunity to view make the program choice on the day of enrollment, the BESIS coordinator will contact the family until an appointment is made and follow up daily until the task is complete.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The BESIS coordinator has a intake checklist, and uses this to ensure that all steps of the intake process are complete in a timely fashion.

9. Describe how your school ensures that placement parent notification letters are distributed.

This is part of BESIS Coordinator's checklist. AP Scalera also runs checks on a weekly that the BNDC screen has been filled out properly and follows up on the distribution of letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

In the ESL office, there is a file cabinet with all the records for the current ELLs. In an additional box, there are the records for last year's graduates. The BESIS Coordinator updates the files at the beginning of the year and adds new files as needed for OTC students. The following items are in the students' files: Home Language Identification Survey, student program, Parent Survey and Selection Form, Program Placement Letter. The Entitlement/non-Entitlement letters have samples in the BESIS Coordinators binder with a list of who received the letter. These were instructions given in previous trainings. The new regulations require that copies of the Entitlement/non-Entitlement letters sent home must be in the students' file. This will be done for school year 2014-2015.

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.

The NYSESLAT was administered and scored from April 10- June 6. This includes receiving exams, preparing for administration, administering the exams, identifying students for make-ups, administering make-up exams, turn-keying scoring training, preparing materials for scoring, scoring the exams, counting testing materials, preparing testing materials for shipping and shipping the exams.

- ESL teachers, the BESIS coordinator, Melanie Garcia, the per-session ESL Coordinator, Glenn Paolantonio, and subs were

enlisted to support this process.

- Overall, 77% of ELLs were tested. This is approximately the same amount that has been tested in the past two years. Previously, only 46% of the students were tested. After the initial administration of all four sections, only 57% of the students had taken all four parts. The make-up sessions increased the final outcome by 20 percent.
- Students were motivated to take all four parts with a raffle of a Kindle Fire and other prizes for any student who took all four parts.
- All deadlines for submitting materials were met. These included: May 16 delivery of scan sheets for Sessions 1, 2, and 3; May 28 delivery of the Speaking and Writing scan sheet and the June 6 due date for the return of secure testing materials.
- All materials were sent back to the vendor except for Directions for Administration. This was documented, explained and sent to the vendor as required.
- Incidents of Cheating were reported to the NYSED OSA.

Below is an overview of the organizational procedures followed for the administration of the NYSESLAT.

- A budget was created to predict the financial impact of NYSESLAT testing on the school. This was presented to Mr. Tobia and Mr. Kendall on December 16, 2014. Mr. Tobia and I worked closely on balancing budget needs with the needs of NYSESALT testing.
- Postings were created for ESL coordinator and test scorers.
- A plan was create to accommodate the locations we would need in order to test students. AP Scalera collaborated with AP Spadacini to ensure that there was not conflict over space while the AP testing was happening.
- The plan was provided to Ms. Caporusso, payroll secretary, and I worked with her to clarify the plan so that the staffing I needed was available.
- AP Scalera collaborated with Librarians Nixon and Frank to ensure the space we need was available and worked with them throughout the testing process to ensure that students behaved properly and were tested in a secure manner.
- AP Scalera created a proctoring assignment for the speaking section, for the listening, reading and writing section and the make-up sections.
- ISS students were scheduled into a separate location.
- Extended time for all classes was scheduled and proctors assigned.
- Two subs a day were hired. Ivonne Leon, an administrative intern helped out and ESL teachers were assigned to proctoring in lieu of CPT.
- Glenn Paolantonio, a licensed ESL teacher, worked per session after school to provide monitoring of test booklets and students tested. During the make-up process, he emailed Hattie Wilson, a school aide, in the evening to add names to the CAAS system so that students would be identified at the door and told to go to the make-up rooms.
- Testing materials were inventoried when they arrived.
- A monitoring system was created to follow the testing materials. We used labels that documented the barcodes of each item in the testing packet.
- Ms. Wudarczyk, testing coordinator for YABC, signed for materials for YABC.
- Labels were created on testing packages that tracked the location of all test items.
- At the end of each testing day, Mr. Paolantonio sorted through the testing materials to account for each item. He also documented attendance.
- Make-up exams were scheduled for the week of May 11. Two rooms were used—one for ISS and one for Gen Ed students.
- MAY 11, was the make-up for Section 2 to accommodate the students who missed the exam because of the AP Spanish Language exam. May 12 was for Section 1 of the exam and May 13 was for Section. On Thursday, May 14, students who had missed only one section of the exam were targeted.
- Proctors for the make-up exam (former ESL and ELA teachers) were assigned using mostly substitutes; however, ESL teacher also proctored during one period a day in lieu of CPT.
- During the make-up period, Ms. Garcia and student aides called classrooms to pull students out of classrooms to take the exam.
- Testing irregularities (cheating) were reported to the NYSED.
- Each Scorer was trained and normed by me in scoring of all four parts of the exam.
- Scoring happened on the Saturday, May 16 and after school from May 26.
- On May 27, a final tally of all students who took each of the Sections was created to identify the students who would be eligible for the raffle.
- Ms. Wudarczyk returned all the items used by YABC.
- All testing materials were put into barcode order to identify any missing items. The only item missing was the Directions for Administration. This one out of over 1,300 items. The proper forms were filled out and submitted.
- The testing materials were reordered according to the packing instructions and packed appropriately. The proper form was filled out and placed in the first box of the 11 boxes that were sent to the vendor to alert them that one copy of the Directions

for Administration was missing.

- The final boxes left Flushing High School on June 6.
- June 12 Students who had taken all four parts of the NYSESLAT were part of a raffle for books, trinkets and a Kindle Fire. This was also an opportunity to celebrate some of the various cultures of our students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. When the NYSESLAT scores are available, the BESIS Coordinator determines which letters go to which families. Non-continuation letters go to families whose students have tested out. Continuation letters go to the families whose students will continue in ESL. A copy of the list of names of the students who received each letter is kept on file in the binder prepared by the BESIS Coordinator. There is also an ESL Celebration in December for all the students who have tested out. Their parents are also invited. Students are recognized and asked to become mentions to their fellow students. We also include our graduates who are happy to come back to Flushing to be recognized for this achievement.
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).

When meeting with the Parent/Guardian, the BESIS coordinator stays neutral regarding the choices of program. Once the Parent Survey and Program Selection Form is filled out, the BESIS coordinator will explain to the parent that the program is available, or, that it is not currently available because not enough parents have chosen this program. In the case that more parents choose this program, it will be developed. The parent is informed that they can choose to go back to the Office of Enrollment and ask for a school that has the program they are choosing. Parents are informed which program the student will be placed in during the interview and in the subsequent letter entitlement letter which will include next year an option for an appeal within 45 days. The BESIS coordinator informs the guidance counselor of the selections. The guidance counselor requests that the pupil accounting secretary enter the proper official class. The school uses the students official class to identify which program the student is assigned to. Students who are in a Spanish bilingual program have the first character in the official class designation as "S". Students whose parents have chosen a Chinese bilingual program have the first character as "Q". Students whose parents have chosen the ENL program only have a first character of "E." These designation follows the student throughout their time at Flushing. In the case of an appeal, the official class can be changed. This helps the school to identify the program the student should have and ensures that it is provided year after year. AP Scalera monitors the accuracy of these designations and works with AP Cuti APPS to ensure this information is accurate.

Some parents have chosen dual language programs. This can be monitored through the BNDC. The family of Abdul Hameed, a ninth grader, has asked for a dual language Arabic program. They were told that they can return to the Office of Enrollment to find a school with a dual language Arabic program. No other Arabic speaking families have asked for this option and there are only 15 Arabic speaking students across all grades in the school. The parents of four ninth grade Spanish speakers have asked for a dual language program in Spanish: Juan Cano, Juan Martinez, Joseph Soria and Rafael Tiziquin. There are not enough parents requesting a dual language program to mandate the creation of the program. Parents were offered the option of asking for another placement. They did not take this option. No Chinese parents have requested a dual language program. In the other languages present among ESL students there is no other language that has enough student per grade level in respect of the parents' choices that can mandate different programs.

Our program models are aligned with parents requests. We have the following numbers of students in our two Bilingual programs by grade level and Parent Choice. Spanish Bilingual grade 9 - 89 students; Spanish Bilingual Grade 10 - 69 students; Spanish Bilingual Grade 11 - 25 students; and Spanish Bilingual grade 12 - 34 students. The numbers of students in the Chinese Bilingual fluctuate throughout the year and the trend for the last 3 years is that fewer and fewer Chinese speaking ELLs enroll in the school. Most Chinese parents choose the Chinese Bilingual program. There are 12 students in grade 9 whose parents have chosen the Chinese Bilingual Program, 17 students in the 10th grade, 17 students in the 11th grade and 17 students in the 12th grade. Of the Chinese speaking parents who have chosen the ESL only program, there are three in the ninth grade, three in the tenth grade, four in the 11th grade and 2 in the twelfth grade.

We have four licenses bilingual teachers: Martha Cruz and Nelson Estrada are Bilingually licensed Spanish Social Studies teachers and Jie Lee and Qi Zhuang are bilingual licensed math teachers. They all teach bilingual classes. We also have some teachers who teach math classes who are fluent in Spanish. They include: Oveida Martinez, Pedro Gil and Javier Gomez who teach math and Patricia McNulty who teaches Living Environment. Bilingual students are placed into bilingual sections of a content course and the most appropriate teacher available is assigned to teach the class. In addition, our Title III classes offer Chinese Social studies, Chinese Living Environment and Earth Science and Chinese Math. We have Spanish social studies classes and Spanish Living Environment (paid for with Title 1 funds). There is also a SIFE math class for Spanish speakers paid for with the SIFE grant

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.

Students in the Spanish bilingual program, Chinese bilingual program and the ESL only program share the same ENL classes. These classes are homogeneous, multi-grade and organized by proficiency levels--currently Beginner, Intermediate and Advanced. Next year they will be grouped by Entering, Emerging, Transitioning, Expanding and Commanding in the same fashion. The content area classes are coded as "E" classes and only ESL only students are scheduled into them. At times, the Chinese bilingual classes are double coded with the "E" classes because of the low numbers of Chinese students. If it is a double coded class, the optimal situation is that a Chinese bilingual teacher teaches the class so that she can differentiate instruction to both groups. If not, it likely that a Spanish bilingual teacher teaches the class so that there is some who has a bilingual license teaching the class.
 - b. TBE program. *If applicable.*

Students in the Spanish bilingual program, Chinese bilingual program and the ESL only program share the same ENL classes. These classes are homogeneous, multi-grade and organized by proficiency levels--currently Beginner, Intermediate and Advanced. Next year they will be grouped by Entering, Emerging, Transitioning, Expanding and Commanding in the same fashion. Bilingual students are in language specific content area classes depending on their language. Spanish bilingual students have Spanish bilingual content area classes are coded with an "A" at the end of the code in Social Studies, Math and Science. There are licensed Spanish bilingual teachers in Social Studies (Martha Cruz and Nelson Estrada). There are three Spanish speaking Math teachers who teach bilingual classes (Ovieda Martinez, Pedro Gil and Javier Gomez). In Science, Patricia McNulty is a Spanish-speaking Living Environment teacher. She is also a licensed translator. Chinese bilingual students have Chinese bilingual classes only in Math which are coded with a "Q" at the end of the code. There are two licensed Chinese bilingual teachers: Jie Lee and Qi Zhuang. There are no Chinese speaking educators in Science and Social Studies.
 - c. DL program. *If applicable.*

N/A
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)?

All Spanish and Chinese speakers have one period of HLA in their home language each day.

All entering students will receive one period of ESL back to back with one period of ESL/Integrated ENL a day. In addition, there will be one period a week of an ESL teachers pushing into a science class. Our class periods are 47 minutes. This combines to provide students with 705 minutes each week.

All emerging students will receive one ESL class that is scheduled back to back with an ESL/Integrated ENL class each day. This results in 470 minutes a day.

All Transitioning students will receive one period a day of ESL/Integrated ENL each day. This results in students receiving 235 minutes of instruction per week.

All Expanding students will receive one period of Integrated ESL each day. This results in students receiving 235 minutes of instruction per week.

All Commanding students will receive additional support services that have yet to be determined.
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.

In Spanish Social studies, there are bilingually licensed teachers who deliver instruction according to the transitional bilingua model listed on page 17. All other Social Studies teachers have had two years of training in the Sheltered Instruction Observation Protocol (SIOP) and use these strategies in writing lesson plans and developing activities that lead to language acquisition in the content area.

In Chinese Math classes, there are bilingually licensed teachers who deliver instruction according to the transitional bilingual model listed on page 16. All other Math teachers have had two years of training in the Sheltered Instruction Observation

Protocol (SIOP) and use these strategies in writing lesson plans and developing activities that lead to language acquisition the content area.

In Science class, there are no bilingual licensed teachers; however all teachers have been trained in the SIOP strategies and use them to create lessons and develop language acquisition activities. In addition, ESL teachers push in to the science classes of beginner students.

In ELA, all teachers have been trained in SIOP and use these strategies in writing lesson plans and developing activities that lead to language acquisition.

All art, music, health, and foreign language and Physical Education teachers have been trained in SIOP for the last two years and use these strategies in writing lesson plans and developing activities that lead to language acquisition.

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

All our Spanish speakers and Chinese Speakers (88% of our students) are in native language arts classes each day in every grade that they are in Flushing High School. AP Lilliam Katcher is responsible for instruction in that department and ensures that students are regularly evaluated by class tests, mid-terms and finals. Students also take Regents-like LOTE in Spanish, French and Chinese. Students who speak less commonly taught languages and came to the US after their tenth birthday have the opportunity to take the LOTE in the less commonly taught languages.

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

The Milestones textbook has an assessment program that provides teachers with tests and unit exams that measure the four skills separately. These can be used as a valid on-going assessment of the four modalities.

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

SIFE student will have a separate section of beginner next year. These classes should be kept under 25 students. The school has purchased the RIGOR program and trained teachers in its use. The coming together of the proper materials and the proper grouping will support students in their basic literacy needs.

This year we had a newcomers beginners class and an "advanced" beginner class. The criteria for the Newcomers class was a score of under 30 on the NYSESLAT and a student who enrolled after February 2013. The other repeat beginners were placed in an advanced beginners class. These are students with some proficiency and did not need the basic support that the other group needed.

The majority of our students are developing and the curriculum by level is designed to meet their needs by providing level appropriate objectives, texts and assessments.

Our Long Term ELLs are mostly our ISS students (61%) benefit from our rigorous CCSS-based instruction. They test out at a 4% higher rate than our Gen Ed ELLs. Our Gen Ed ELLs also thrive in a language rich environment.

This is a new group to be served beyond testing accommodations. These services have yet to be determined.

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.

The first step to clarify to the parent that they have an option of appealing the placement of their child and let them know to contact us if there is any concern about the placement. AP Scalera always gives the parents her business card so that they have a name and a face to know that someone will be respond to their concerns.

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 most important tool that ISS ELL use is Achieve 3000. This provides students with a self-motivating tool that encourages them to see themselves as students who can make progress. The second step is for ISS students to see them selves as competent speakers of English. This happens automatically because their classmates are struggling to speak English and they are not. The third step is to have a staff committed to supporting ISS students. Two teachers in our department have children who receive ISS services and they have helped our Common Planning Time become knowledgeable about best practices for ISS students. AP Scalera attends IEP meeting to ensure that language acquisition is something that is discussed in the meetings and encourages students to have a voice in decision-making process about how they learn best.

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?

There are team teaching classes at the beginner and intermediate level for ELL/SWD. We have found that most ELL/SWDs thrive in this environment. At the advanced level, the ELA class is the class where advanced students have a ICT class. The

Chart

advanced ESL /SWDs are in ESL class without a team teacher because they are receiving their ISS services in the ELA class. This model has been extremely successful for two reasons: mostly ELL/SWDs are fluent in speaking English. They can be in a class where they are successful and be leaders because of the verbal skills they have that their classmates may not and because many of them have not been in team teaching classes before and find that they can learn better this way. AP Scalera participates in IEP meetings of students who are ready for team teaching classes but may have self-contained services in other content areas. By presenting the committee with the evidence of the students' success in ESL, many students have moved from self-contained classes to team teaching classes.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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.

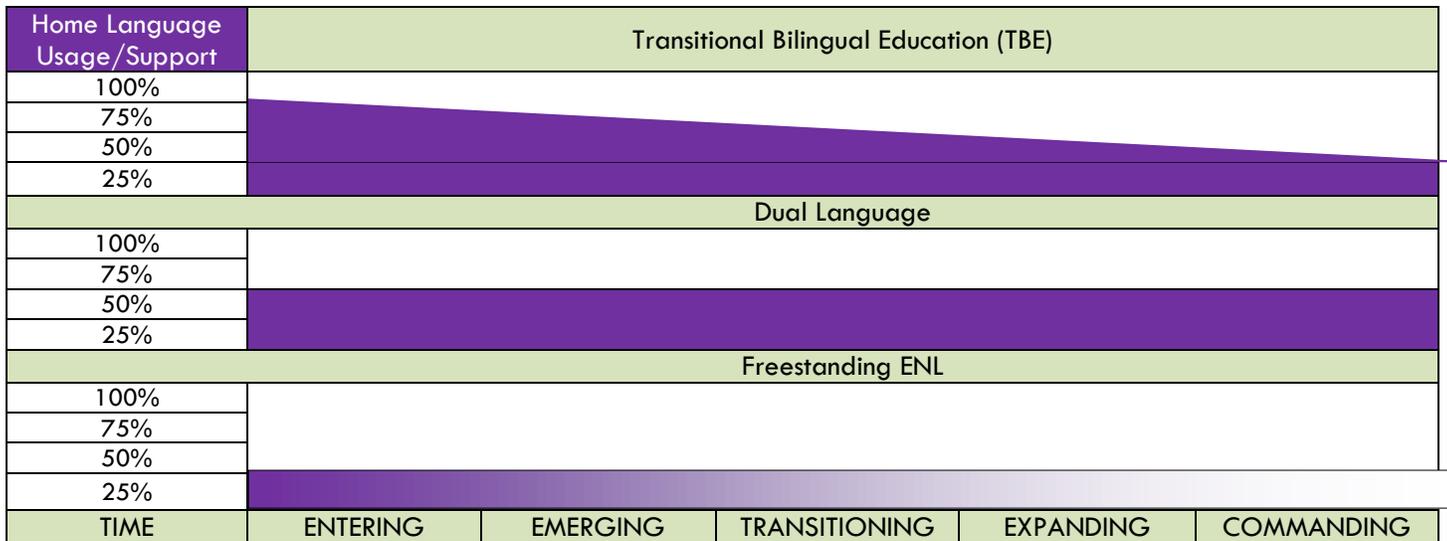


*Note: “other approved services” does not apply to New York City at this time.

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. We use our Title III funds in the following ways: supplemental Saturday and afterschool classes, supplemental guidance support, parental ESL classes, purchases of materials for supplemental programs and professional development for teachers. Our targeted subgroups are: Newcomers, SIFE and our graduating cohort. The grant is for school years 2014 -2015 and 2015-2016.

Title III

Our Saturday supplemental classes include: a newcomers class taught by a licensed retired ESL Teacher Boonsoon Yow; a Regents prep class taught by a licensed ESL teacher, Fan Kong; a Chinese Bilingual Living Environment class taught by a licensed General Science teacher Andrew Chen who also teaches an Earth Science class; a Global History and US History classes taught by a licensed Social Studies teacher in a masters program to obtain his license as a Bilingual Spanish Social Studies teacher; and a Biligual Chinese Math teacher who teaches one class of algebra and one class of geometry. The Newcomers was placed on the programs of all newcomer students and the Regents prep class was placed on the programs of all graduating seniors who hadn't passed the regents. Teachers discussed attendance in Saturday School as part of their instruction. Several notices were backpacked and sent home throughout the year to keep attendance steady.

We also have three bilingual guidance counselors: Fernando Gonzalo, a licensed bilingual Spanish Guidance counselor, Christopher Vieni, a licensed bilingual Spanish guidance counselor and Susana Leon-Chu who is also a licensed Spanish bilingual guidance counselor who also speaks fluent Chinese. The case loads were broken up in the following way. Mr. Gonzalo was responsible to work with the 2015 graduating cohort. Mr. Vieni's caseload was 9-11 Spanish speakers and Ms. Leon-Chu's caseload was grades 9-11 students who speak languages other than Spanish including Chinese. The counselors were tasked with enrolling students, monitoring attendance and following up with parents as necessary to encourage students to continue coming. In addition, they visited classroom to discussion attendance, academic issues and college and career planning. Counselors also met with parents who were notified by mail of the presence of guidance counselors on the weekend and made appointments with specific parents. They also presented three parent workshops: one on general information regarding being a student at Flushing High School, and two on college preparedness. These were held in the Library on Saturday mornings at 10:00 AM.

Our afterschool supplemental program consisted of: Global History and US History in Chinese by a retired licensed Chinese Bilingual teacher Mr. Vincent Zhou; a Global History and US History class in Spanish taught by a licensed Spanish Bilingual Social Studies teacher Martha Cruz; and an Parent ESL class taught by Veronica MacKay who is a licensed Spanish teacher.

In additon, Title III provided professional development for teachers using the Rigor program for SIFE students and was used to purchase materials for SIFE classes provided on Saturdays by the SIFE Grant. We were able to coordinate the funding to ensure all our subgroups were covered.

SIFE Grant

Our SIFE Grant for 2014-2015 provided the following for our SIFE students:

A literacy Advisor/Counselor provided through our CBO the Sports and Arts Foundation. Cassandra Guzman is a bilingual Spanish speaking college student studying to be a school guidance counselor. She also tutors students in the SASF afterschool program and runs the Latin Dance Team activities. Her responsibilities included:

- Create a standard interview form for SIFE students in conjunction with AP Scalera
- Interview SIFE students one-to-one
 - Identify socio-emotional issues experienced by SIFE students
 - Identify literacy needs
 - Indentify practical issues experienced by SIFE students
- Document results and provide AP Scalera with a report of what was found to help find solutions to for students.

-Follow up with students bi-weekly in a group of individually to let the student know they have an advocate; connect students to some of SASF's tutoring, afterschool activities and career programs. Provide basic tutoring to help students to understand how a large uban high school functions. Ensure that students have metro cards and access to free lunch. Be a point person for problems that may arise.

Some issues that were uncovered were that absenteeism is often caused by students' inability to understand what is happening in class. Students are bullied for the inability to speak, read or write in English. Students do not have the confidence to let their teachers know that they do not understand the lesson. Also, students have medical problems that go unaddressed because families lack resources for medical care.

- Based on the information gathered Flushing provided a day long literacy enrichment program called "Thinking Like a Historian". This program included teaching artists from Lincoln Center and MOMA. Students were given cameras to document their work and produced a mural on their immigration experience modelled on the Jacob Lawrence series at MOMA. Half the day was spent using Rigor and specific SIFE stratgies to bolster basic literacy. The other half of the day was spent on artistic tasks that specifically resulted in higher literacy. One project was to find letters on signs and take pictures of the and create a photo

alphabet. 20% of the SIFE students also attended SASF programs. A successful blended math program called ST Math was incorporated into classroom instruction and afterschool instruction. SIFE students could be seen around the building using their tablets to work on math problems they could understand. In addition, There was a Cinematic Expressions club that met once a week during students' lunch period to discuss history as seen in the movies.

College Ready Bilingual Grant

-This grant provided the school with access to Pre-K 12 Plaza online learning software. It also provided teachers with a PD on how to use the software and a parent meeting on building parent capacity to support their child's career and college aspirations. The late approval of the grant limited actually starting to use the software. Student accounts will be created for the 2015-2016 school year.

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

The purpose of the Achieve 3000 software is to strengthen content knowledge reading skills. The articles available are current events on content area topics that can be searched through the program. If a teacher needs to support a lesson on cells, a search will bring up articles like "Inside the Body" which explains how cells, tissues, and organs work together in the human body. This online adaptive software helps students to make predicible gains depending on how much the students uses the program outside of school. According to Achieve 3000's end of year report, 48% of the students use the program at home. At the same time, there are students who really understand how powerfull the program is and are motivated to make extraordinary gains. Kevin Zheng, for example started with an nineth grade Lexile level (1040L) in October 2014. He completed over 45 assignments in three months and moved to 1350L which is college ready by January 2015. He graduated with a 90% average. This also helped him with computers skills. Many students are no longer using computers at home because most of what they do can be done via cell phones. He is one of our graduating seniors. Our use of the EngageNY curriclum this year also resulted in higher scores on the ELA over June 2014. We averaged 2 points higher on the multiple choice questions and moved from an average of 2.12 to a 2.7 on the thematic essay. Students' average scores on the controlling idea and literary elements short answer are about the same. These were the results of testing all our 11th and 12th graders in both years.

We are most successful with our ISS/ELLs. This year 50% of our ISS/ELLs in the graduation cohort passed the ELA Regents with a 65 or higher. Some are on track for Regents diplomas. These students are often the ones who make great progress using Achieve 3000. Many did not have langauge acquistion support untill they came to Flushing High School. ELL/ISS students make great progress when they are provided with the must needed language acquisition support. Over the last three years, our ISS/ELLS have tested out at 45 higher than Gen Ed ELLs. We have reduced the number of ISS/ELLs from 103/581 three years ago to 57/449 this year. ELLs/ISS were 18% of all ELLs in 2012. The are 13% of all ELLs in June of 2015.

Given that most of our students enter Flushing with little or no English proficiency, it is a challenge to help students to graduate in four years. We lose about 30% over the course of the three years in attrition. Our cohort started 132 students. In September 2014, the cohort still had 107 students. We lost 10 students between September and April. In April, 8 of our top students were removed from ELL status because they met the new CR Part 154 regulations to test out. These students had all already passed the ELA were graduates. Research shows that students take 4-7 years to achieve academic proficiency. Many of our students only have four years to get to academic proficiency. We need to have better structures in place for our beginners. Some suggestions for next year are:

Our SIFE students need to be in a separate class.

Our Newcomers need to be in a separate class and our 2nd year beginners need to have special interventions to support them at a critical stage in their development. Those interventions should be desinged based on the needs of those particular students. An inquiry team should work with this group. These classes should be 25 or less and have a strong foundation in the WITSi strategies to scaffold both written and spoken langauge. In addition, these classes are the ones that OTC students will enter when they arrive. There needs to be a plan for space for them.

Students who have been in entering classes before should be scheduled for a separate entering class. This group is not progressing enough to keep them on track to graduate. An inquiry team should work with this group.

We need to test oral skills at the beginning of the year to see who lost profciency and who gained proficiency. We have found that language proficiency can change dramatically over the summer. Some student completely revert back to their home languages and forget most of what they learned and others have some kind of experience that moves them forward. Shoruk is an Egyptian student who entered in the middle of the year 2013-2014 and struggled with basic English in June. When she returned in September, she had fluent conversational English skills. She was the babysitter for her nieces over the summer and they only spoke English.

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

There is a new principal and new ESL leadership next year and they will plan improvements to the program.

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

We do not intent to discontinue and current services; however, some programs such as the SIFE grant and College Ready Bilingual Grant may not be available next year.

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

There are no limits to any program for ELLs. Some courses have pre-requisites and those apply the same way they would for any student. If an ELL wants to participate, they have to request it and they will be placed in the class, sport team, club or Student Government. There is an extensive explanation of the supplemental services offered to ELLs in Question 10 in this section

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.

The department adopted Milestone textbooks to help integrate the CCSS. This is the textbook adopted by the statewide by the State of California as their textbook to help ELLs integrate the CCSS. We also added this year the EngageNY grade 9 and 10 units of study along with the AIR Secondary Curricular Units for NYCDOE prepared by the NYCDOE Office of English Language Learners. In addition, each student used the Achieve 3000 online software 2 days a week in the beginner and intermediate levels and 1 day a week in the advanced level. ESL teachers pushed-in to Science classes as one of the periods of ESL for beginners.

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

Spanish and Chinese speaking students (88% of our population) have four years of Native Language Arts in their languages. Chinese students study the AP Chinese Language curriculum during junior and senior year and take the AP Chinese Language Exam at the end of their senior year. Spanish-speaking students have an opportunity to take the AP Spanish Language course in their junior year and take the AP Literature course in their senior year. Students who can take these courses are chosen by teacher recommendation.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

A review of all textbooks and fiction material eliminated books that were not age and grade appropriate for our students. Even our SIFE program is designed with a high school content area in mind at a very low Lexile level. The information learned in the RIGOR program is the same information being learned in the content classrooms. In a series of lessons with the unit on the rain forest, Mr. Liu worked with a class of SIFE students who were mostly from El Salvador and mostly lived in the mountainous countryside. They loved the pictures because they were very familiar to the students. The students had a discussion about whether it was safer to walk through the forest or to walk on a path in the forest. Students had opinions based on experience. Some student said that walking on the path was safest because they would not get lost. Other students worried much more about dangers from humans and thought walking in the forest was safer for two reasons---there would be less threat from humans and predatory animals would most likely look for prey on the paths. They thought they could more easily evade a predatory animal through the forest.

Achieve 3000 also provides students with material that is relevant in a social, political and scientific context and is at the student's personal Lexile level so that they can understand what they are reading. Teachers look at data and are aware of the age differences in classes organized by proficiency. In Mr. Paolantonio's class, a 18 year old newly-arrived student in the Newcomers class was an exceptional role model in a class of student that were mostly 14-15. He modelled good work habits, asked leading questions to help students extend their learning and was a strong presence that students looked up to. Mr. Paolantonio recognized the role he played in the class and gave him the "Leadership through Example Award" at our ESL awards ceremony on June 12, 2015.

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).

The BESIS Coordinator, Melanie Garcia, guides the student through the intake process along with the Pupil Accounting Secretary, Susan Fisher, and the guidance counselors. After the BESIS Coordinator determines the home language, the information is entered into ATS by the pupil accounting secretary. The secretary has a package of guiding materials for the families. If the student has immunization needs, there are handouts in the preferred language to explain how and where to get immunizations. The families have a list of the offices in the building and where they need to go for different parts of the admission process. All students meet with the BESIS Coordinator to determine the home language. Students need to submit their immunization information to the nurses office. They need to take a math evaluation. The parent coordinator meets with the parents to answer any questions. If translation is needed a staff member is called in or the Language Translation Unit is called. The packet also includes a blue card, a form the provides the pupil accounting secretary with information for ATS, a history of schools attended, the HLIS, Federal Parent/Guardian Student Ethnic & Race Identification, a bell schedule, a Residency Questionnaire to determine if the student is in temporary housing, Consent to videotape or film a student and the Military opt out letter. In addition, parents are helped in applying for Free or Reduced Lunch online so that the students will have lunch available to them the next day. Families also meet with the Supervising School Aide who will give the student a metro card. When the NYSITELL, SIFE interview and Spanish Lab are complete, the students' Spanish class and the ESL class code is provided by AP Scalera. This is a day long process and most of the time the BESIS Coordinator will bring the student to the cafeteria to get some lunch. Some of this paperwork is placed in the students' cumulative folder. When students enter their new classes, teachers pair up the new students with someone from their language group (if available) to help them through this transition. This year, the SIFE Literacy Advisory was alerted when a SIFE student was enrolled. She met extensively with the student and helped answer any questions the student had and troubleshooted problems with free lunch,

metro cards, reading a program card and learning the layout of the building. She also encouraged students to attend the afterschool SASF programs.

19. What language electives are offered to ELLs?

ELLs can take AP level courses in Spanish and Chinese. ELLs can take any elective that the school offers. We have three career-based programs that have electives: Health Professions, Law and Business. There is also a new program developing called Digital Media Arts that trains students in cartooning and film production. In the Health Professions, students take an introductory course, learn CPR, and can take the AP Science classes. In the Law Academy, students can take an introductory course, Practical Law, Civil Rights Law, Criminology and Justice, and advanced Topics in Law Enforcement. In the Business Academy students take an introductory class and can take Career and Financial Management, Business Management, Entrepreneurship and Marketing Design. Students can also study piano, band, chorus, painting or Studio Art.

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)?

N/A

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.)

As a Renewal School, all teachers will be trained in the use of WITSi strategies. Three ESL teachers have already been trained.

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?

The Department of English Language Learner offers professional development throughout the year. AP Scalera would review these offerings and send emails to other assistant principals regarding suitable PD for their teachers of ELLs. All ESL teachers participated in these workshop and various topics including: Academic Vocabulary, Brain Science, SIFE instruction and Integrating EngageNY units. During the mandated School-wide PDs, The Center for Applied Linguistics supported the implementation of the SIOP model across the school. All teachers participated in the SIOP and had an opportunity for job-embedded support. In addition, the Renewal Schools superintendent offered training in WITSi and EngageNY ELA units to various members of our staff. There will be a new principal next year and he and his cabinet will make decisions regarding what professional development will be offered.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Over the summer there will be a bridge program for incoming students that will help transition middle school students to high school.

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 teachers received SIOP training. There were 30 hours of PD throughout the year. More than 7.5 hours were devoted to SIOP. This is documented on sign in sheets for PD and agendas from the PDs. ESL teachers and Bilingual teachers also attended PD related to their work; however, this was not required information on the LAP until now. In the future, all PD, in-house and outside the school related to the support of ELLs will be documented and tracked by a person to be named by the incoming principal.

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 model our intervention after the model of on at-risk meetings. There will be two meetings during the year in the Fall. One will be for 9-10th graders and the other will be for 11-12th graders. Parents are invited to the meeting. A team of ESL teachers will be on hand. There will be a brief presentation made to discuss goals of the different programs, (Spanish and Chinese bilingual and ESL only). Parents will meet with each students' teacher and discuss their child's language development progress, language proficiency assessment results and language development needs. Attendance sheets will be mandated for each individual meeting in addition to the teacher will log the meetings in Skedula, an online student tracking software. A separate category of entries will be created to track these meetings. The ESL Coordinator will collect these sheets and determine which students still need to be met with. This information will be passed onto the Title III Guidance Counselors who can meet with parents individually on Saturdays. They will keep sign in sheets and will track the meetings on Skedula. At the end of each week, the ESL coordinator will identify students who have who have not had their parent meeting and notify the Title III guidance counselors to target particular students. The guidance counselor will track all the students whose parents did not attend these meetings will be contacted by the Title III guidance counselors who will set up appointments on Saturday

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.

Paper and Pen sign in sheets will be collected by the ESL Coordinator and kept in a binder. The ESL coordinator will also create a spreadsheet to track each family's meeting. The ESL coordinator will download the record of the meeting from Skedula and place it in the cumulative folder of the student kept in the students' folder. All phone call's and parent contact will be logged in Skedula. In addition, the BESIS Coordinator keeps a record of all the meetings that parents are invited to attend.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There are three bilngually licensed Title III guidance counselors that work with Parents from October to June on Saturday's from 9:30 AM to 12 Noon. Parents can make appointments or walk in to see the guidance counselors. These counselors speak the same langauges as 88% of our students. If a parent arrives that does not speak Spanish or Chinese, the Language Translation Unit can be called or an appointment can be set up duiring the school day with the students' teacher or guidance counselors.

These are activities that were part of our parent contact during school year 2014-2015. Next year's intervention can be modelled after these interventions.

- Title III guidance counselor logs of parental and student contact and regular attendance in Title III classes;
- o Case load Fernandez (Spanish Bilingually licensed) was assigned to work exclusively with cohort 2015 from October 11, 2015.
- o Caseload Goris/Vieni Spanish (Spanish Bilingually licensed) were assigned to work with grade 10, 11 and twelve Spanish speaking ELLs.
- o Caseload Leon Chu Spanish/Chinese Bilingually licensed) was assigned to work with Chinese and non-Spanish speaking ELL in grades 9, 10 and 11.
- o Title III Guidance counselors have been contacting their caseloads (all ELLS) and working with parents and students during Saturday Academy. This included logged phone calls, classroom visits and presenting three Saturday parent workshops (see below).
- o GCs were instructed to begin a special focus on Cohort 2015 which began on May 2. Guidance counselors need to explain the new CR Part 154 graduation requirements and how students can benefit from them. The provided AP Scalera with extended notes on contact with students and families and that each student in the cohort be called each week. The met with students and followed up on obstacles that were preventing our students from graduating. Students signed contracts that stated that they understood they need to attend school each day and attend tutoring.
- Each Monday ESL teachers in CPTs contacted families.
- The following are letters/phone messages that have been sent to parents.
- o Letters of Entitlement/non-entitlement to students who were tested with NYSITELL to inform parents whether or not their child was eligible for ESL services. Only selected students who were tested with NYSITELL.
- o Letters of continuation/transition to inform parents of the results of the NYSESLAT last Spring.
- o Letters to announce Title III classes were sent by mail on October 8, 2014 for an October 11 start of Title III classes. This was two months earlier than the previous year in which we waited for Title III funding to arrive in December. FHS put aside money in the budget to ensure the early beginning of the program.
- o Flyers to announce additional classes added to Title III were backpacked during the third week of October 2014.

- o Individualized letters for students announcing the rooms they were assigned for the January 12 tutoring day in English, Spanish and Chinese.
- o Flyers to announce additional classes added to Title III were backpacked on March 9, 2015.
- o Letters were sent out to parents of SIFE students (in English and Spanish) on March 14 announcing the programs of the SIFE Grant.
- o Wednesday, June 10 – Letters in Chinese, Spanish and English were backpacked to invite parents to the ESL Celebration On June 12 in the Auditorium on during period 8.
- o Letters/phone messenger announcements went out in three languages: Spanish Chinese and English to all ESL parents regarding the following meetings:

Thursday, January 6, 2015, O'Connell Elementary School. All SIFE students were invited to a one period event during the day. All SIFE students were invited to a one period event during the day.

Saturday, January 7, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

Thursday, February 2, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

Thursday, March 2, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

Saturday, March 4, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

Saturday, March 5, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

Thursday, March 30, 2015, Meeting during CPT period 3. SIFE students were invited to a one period event during the day.

e s s f o r S o u t h A s
 i a n F a m i l i e s i n
 p a r t n e r s h i p w i t h
 D R U M , N e w Y o r k
 l m m i g r a t i o n C o a
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College Ready Bilingual Programs Grant.

- AP Scalara attends IEP meetings for ESL students.
- All cohort 2015 ELLs students who have not passed the ELA regents were placed in a Title III Saturday School class.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 The SIFE Grant gave the ELL Department an opportunity to formally partner with the Sports and Arts Foundation. This is an organization that provides bilingual tutoring, sports activities, arts activities and college and career support for all students; however, a majority of the students who take advantage of the program are ELLs. This year as part of the SIFE Grant, a literacy Advisor was hired. (See Question 10 in Programming and Scheduling information.) We also worked with the New York Immigration Coalition (See Parental Involvement Question 6).

5. How do you evaluate the needs of the parents?
 We will create an interview document that will standardize the information that is provided and the questions that are asked in the meetings. We will be meeting with parents individually. The ESL Coordinator can create a data sheet for each ELL that the teacher/guidance counselor can use to discuss the students' progress that shows what data is available. Data can be drawn from the RLAT, the NYSESLAT scores and the AMOA Tool. The new leadership team that will help the department set up this process and evaluate the needs of the parents.

6. How do your parental involvement activities address the needs of the parents?
 We had over 8 meetings for parents in school year 2014-2015. The topics were generated from previous meetings with parents who requested college and career support. We also had our first meeting for South Asian families. The idea for the meeting came from discussions with students from South Asia. They had friends in school who were from other cultures from South Asia but not from the same national/linguistic group. While they could be friends at school, their parents were reluctant to allow their children to be friends outside of school. The purpose of the meeting was to bring South Asian parents together around a common theme "You Can Go to College" sponsored by the New York Immigration Coalition. They brought Urdu and Bengali translators and the school provided dietarily appropriate snacks for the families. A secondary goal was that parents of friends would meet and get to know each other and possibly permit a friendship between students. Sometimes students needs determine the outreach to parents.

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.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Eric Kendall	Principal		6/26/15
Diana Scalera	Assistant Principal		6/26/15
Mary Vacarr	Parent Coordinator		6/26/15
Susan Kendzierski	ENL/Bilingual Teacher		6/26/15
	Parent		1/1/01
Marth Cruz	Teacher/Subject Area		6/26/15
Jie Lee	Teacher/Subject Area		6/26/15
Debra Lavache	Coach		6/26/15
	Coach		1/1/01
Fran Goris	School Counselor		6/26/15
	Superintendent		1/1/01
	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: **25Q460** School Name: **Flushing High School**
Superintendent: **Aimee Horowitz**

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.learnedoe.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.

We used the ATS reports RHLA and the RPOB to determine the distribution of primary languages spoken by the parents of our ELLs and of our total population. Parents fill out a "Blue Card" every year with contact information that includes the preferred language of communication. This card is stored in the Nurse's office and used in case of emergency. This information is collected by the pupil accounting secretary, Susan Fisher, on intake and updated regularly. All students have information entered. The Learning Environment Survey asked parents, "Does your school communicate with you in a language that you understand?" The survey results reflected that 35% strongly agreed and 56% agreed that FHS did.

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.

There are a total of 3778 individual whose preferred language is listed in our RAPL. Many students have multiple entries. The largest group is English. 99% of the individuals who choose English as the spoken language also choose English as the written language. The spoken languages are: Arabic, Belorussian, Bengali, Cantonese, Dari/Farsi/Persia, English, Gujarati, Haitian Creole, Hindi Indonesian, Korean, Malayalam, Mandarin, Nepali, Pashto, Philipino, Polish, Punjabi, Russian, Sindhi, Spanish, Swahili, Tibetan, Tigre, Ukranian, Urdu, Vietnamese and Wolof. The written languages are: Arabic, Belorussian, Bengali, Burmese, Chinese, Any, Dari/Farsi/Persia, Gujarati, English, Haitian Creole, Hindi

Indonesian, Korean, Malayalam, Mandarin, Nepali, Onedia, Pashto, Philipino, Polish, Punjabi, Russian, Sindhi, Spanish, Swahlili, Tibetan, Tigre, Ukranian, Urdu, Vietnamese and Wolof.

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.)

We are mandated to translate all documents into Spanish. There are more than 10% of the students who speak Spanish as a home language in our school. There is no other language in the school that has as large a critical mass. Chinese is the second largest group and only 7% of the families are listed as any form of Chinese as their preferred written language. We have teachers who are able to translate materials into Spanish and Chinese. Veronica MacKay, a licensed Spanish teacher translates documents into Spanish and Mr. Kong is a licensed ESL teacher who translates documents into Chinese. These teachers are paid per session. These teachers are on staff every day and provide translated documents within 24 hours. All communications with ELL parents are sent out in at least Spanish, Chinese and English. All mandated letters are sent to parents in the DOE supported languages. This includes letters and phone messages. We do our own translations of the phone messenger to ensure accuracy. If there are translated model documents, we send out the letters in all the DOE supported languages using the model documents. Also the AP PPS Cuti distributed information from the DOE web site regarding access to the translation unit. Our school also has a web site that contains all information provided to the families of our students. The FHS web-site contains Google translate app in order that parents are able to view all information in their preferred language. Each staff member has been informed to call the translation unit when there is a need at 718752-7373 during Parent Teacher Conferences if necessary. Some of the documents that are provided in Spanish translation are all the intake documents for new students, mandated letters to parents that are in translation on the DOE website, invitations to meetings, phone messenger messages to announce activities and events and all documents on our website. There is a link on the web site that allows parents to translate any information in Google Translate.

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.

All parent meetings has simultaneous translation in Spanish and Chinese provided by staff members. These include formal meetings like PTA meetings, grade level meetings, freshmen orientation meetings, and informational meetings regarding immigration issues and career and career ready information. Also, if necessary, SLT meetings can be translated. There were 8 meetings specifically for ELL parents this year. They 7 had interpreters in Spanish and Chinese and one had interpreters in Bengali and Urdu. For parent teacher conferences, the Chinese Club provides Chinese parents with escorts to help them find teachers and if there is a need, translate some phrases for the parents. The

Arista Club does the same for Spanish speaking parents. There are staff members in the attendance office who speak Spanish. In case that no staff member is available, the translation unit is called at 718 753 7373 press "4" to request over-the phone interpretation. Guidance counselors have become fluent in using the interpretation services.

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.

We are mandated to provide translation in Spanish of all school documents because we have more than 10% of our population who speaks Spanish. The second largest group Chinese with 7%. We will provide these translations. We will continue to provide simultaneous translation into Spanish and Chinese for all meetings involving parents. All communication with parents will be translated into Spanish and, when possible all documents will be translated into Chinese. We can also target special populations for particular services. This year we worked with the CBO New York Immigration Coalition to provide South Asian families with an informational workshop on "You Can Go to College!" This meeting targeted South Asian families who understood Bengali or Urdu. Mailings were translated by the translation Unit and sent to families. Culturally appropriate snacks were provided. We will seek out other CBOs who can serve our families who speak less commonly spoken languages.

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 have teachers who are paid per session to interpret for parents. If there is a during the school day, teachers classes can be covered if necessary. If there is a language other than Spanish or Chinese, we can call the translation unit at 718 752 7373 to request an over the phone interpreter by pressing "4" or request an on-site interpreter -press 3 . During any meeting with parents, there are teachers paid per session to interpret. Fan Kong, licensed ESL teacher and Vincent Zhou, licensed bilingual Chinese social studies teacher, interpret Chinese, Veronica MacKay and Celia Rios, licensed Spanish teachers interpret for Spanish speakers. We have an in-house radio transmission system that uses transmitters and receivers to direct the proper language to the listener that is used at all parent meetings.

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 part of the school-wide mandated professional development for teachers, there will be a training of staff for when translation is needed and how it will be provided. This will be done during mandated PD

time. Staff will be given the Translation and Interpretation ID Guide, Language Plam cards via email and at staff meetings.

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

We will provide each parent with the Parents' Bill of Rights during monthly PTA meetings, ELL Parent informational sessions twice a year, Freshmen Academy Parent Informational meetings and Open School Night. Right & Responsibilities are also displayed outside the Parent Coordinator's Office in Spanish and made available to every parent in the covered languages. In the Parent Coordinator's Office room 128, there are hard copies of this document in all the covered languages and they are offered to parents, especially during their first visit to this office.

- We will have printed and posted the signs that are available on the DOE web site to welcome parents to the school, notify them of their rights and responsibilities, and to identify rest room facilities.
- Per Schools' Safety Plan: If a parent or visitor does not speak English, the SSA or staff member uses the language chart to determine the language the individual is speaking, and then attempts to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact the DOE's Translation and Interpretation Services Unit at 718 752-7373 to request telephone translation.
- Parents are made aware of the NYCDOE web site to obtain translations of documents and provide them to parents in a timely manner. In addition, all school documents on the Flushing website can be translated by Google Translate with the link on the web site.
- Spanish is the only language other than English in which there are more than 10% of the parents who speak this language. Our information posters are in Spanish in and around the Parent Coordinators office.

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)

A new Language Acquisition Coordinator will need to be assigned in the fall. This person will have monthly walkthroughs of the building to ensure that all information is posted properly. The Parent Coordinator is responsible for interfacing with the Translation Unit for written translations. She will keep a log of each translation that is done. She will also receive training in what the translation needs of the school are and will alert the LAC if a documents are being sent out to parents without the proper translation.