



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

07X520

School Name:

FOREIGN LANGUAGE ACADEMY OF GLOBAL STUDIES

Principal:

LESLIE CHISLETT

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Section 1: School Information Page

School Information

School Name: _____ School Number (DBN): 07x520
Grades Served: 9-12
School Address: 470 Jackson Avenue
Phone Number: 718-585-4024 Fax: _____
School Contact Person: Leslie Chislett Email Address: lchislett@schools.nyc.gov
Principal: _____
UFT Chapter Leader: Nick Leshai
Parents' Association President: Francisco Almonte
SLT Chairperson: Leslie Chislett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nohemy Alicia
Student Representative(s): Luz Maria Almonte, Liliana Sandoval,

CBO Representative: **Tony Davis**

District Information

District: District 7 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: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: Zerega Ave, Fordham Plaza
Director's Email Address: jruiz@schools.nyc.gov
Phone Number: 718-741-5436 Fax: _____

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	Leslie M. Chislett	*Principal or Designee	
x	Nick Leshai	*UFT Chapter Leader or Designee	
x	Francisco Almonte	*PA/PTA President or Designated Co-President	
x	none	DC 37 Representative (staff), if applicable	
x	Nohemy Alicia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Tony Davs	Community School Director (staff)	
x	Luz Maria Almonte	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Liliana Sandoval	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
x	Angela Pressley Roberts	teacher	
x	Aixa Rodriquez	teacher	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
x	Ebony Faulk	teacher	
	Faustian Boateng	Parent	
	Maria Mendez	Parent	
	Kayla Nieves	Student	
	Patricia Reyes	Parent	
		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.

1) Foreign Language Academy for Global Studies, "FLAGS High School" is a small learning community with grades 9 through 12 located in the South Bronx. The student population is comprised primarily of student low social socio-economically disadvantaged neighborhoods near the school with 90% receiving free and reduced lunch; 28% are Black, 67% are Hispanic. In 2015-16, approximately 32% of the FLAGS students are those with disabilities and 30% are English Language Learners. FLAGS also serves a student population that is transient. For example, last year our school experienced a significant number of students leaving the school (almost 75 students over the course of 11 months and as many students entering the school for the first time).

With 106 students, FLAGS' enrollment is the lowest it has been since the school's opening twenty years ago. FLAGS is co-located with a D75 High School that serves severely cognitively disabled and emotionally disturbed adolescents on a campus situated on a Jackson Avenue block that has a reputation for being crime-ridden. In recent years, there has been a decline in student selection of FLAGS among their top five preferences during the high school choice process. Consequently, this has led to an increase in over-the-counter placement of a diversity of students, many of whom are English Language Learners, students performing in lowest third city-wide or students who are over-age and under-credited. With declining enrollment and the correlated reduction in the school budget funds, FLAGS faces significant challenges related to maintaining robust programs and resources such as instructional technology, delivering academic intervention, supporting professional growth and retaining qualified teachers to ensure the academic and social emotional needs of all of its students.

FLAGS continues to be identified as a Priority by the New York State Department of Education because of lagging student achievement as measured by credit accrual and progress towards graduation, performance on Regents exams and graduation rate. Contributing to low student performance is poor student attendance as measured by an average attendance rate of 79.7% (up from 77% in 2013-14) and evidenced by chronic absenteeism among a significant number of students. Parent stakeholders have not been highly active.

2. FLAGS' former vision and mission statement was "to develop lifelong learners who are informed, responsible, productive citizens. Students will communicate in foreign languages and appreciate global cultures." Under new leadership during the fall of 2014, work to refine the school's vision was launched beginning with a new set of core beliefs about how students best learn. Students best learn when:

- LEARNING IS ACTIVE AND UNDERSTANDING IS CONSTRUCTED
- LEARNING IS FOSTERED THROUGH POSITIVE CLASSROOM CULTURE =

- LEARNING IS UNIVERSALLY DESIGNED TO CREASE ACCESS TO CONTENT AND VARIOUS MODES OF EXPRESSION FOR DIVERSE LEARNERS
- LEARNING IN THE 21st CENTURY EXTENDS BEYOND THE WALLS OF THE CLASSROOM TO THE REAL WORLD

The instructional focus for the 2015-16 year will be a continuation of last year’s instruction focus and summarized as follows:

ACTIVE LEARNING in APPROPRIATELY CHALLENGING TASKS using

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

Written as a theory of action the rationale behind the instructional focus and its potential impact is underscored: If teachers plan and implement “appropriately challenging” (rigorous) tasks that require students to analyze text, use accountable talk, support arguments with evidence and work in purposefully designed groups; then students will be actively intellectually engaged with problems and content and demonstrate high-level thinking.

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

3. We serve a large population of students with disabilities which make up 32% of our total population and ELLS comprising 22% of the school's population. Most of our general education students read below grade level. Their academic needs relate to language acquisition and/or proficiency in grade-level literacy skills. Their struggle with speaking, and listening and reading comprehension in English, and with writing in keeping with grade-level standards, hinders their success in other content areas. Regents exams are often the deterrent to students’ timely graduation.

4. Progress aligned with the Framework for Great Schools in the past year is embedded in the self- assessment contained within this documents. Some of the gains are explained below:

SUPPORTIVE SCHOOL ENVIRONMENT: To ensure a supportive school environment and culture where students feel known, a weekly Friday student advisory period was secured at the start of the 2014-15 school year to implement a new advisory program that we named PAUSE—Preparing All of Us Socially and Emotionally. Each teacher or upper class men peer leader is matched to a gender-based, grade level team of advisees that meet during PAUSE. Another accomplishment includes a review of the Individualized Education Plan of students with disabilities and reorganization of student services to ensure compliance with IEP mandates quality student support and less restrictive environment where possible. In addition, a new guidance team was formed and we have worked together with other DOE stakeholders (e.g. Transfer School Superintendent) to transition 15 significantly overaged-under credited students (or 10% of our total population) to more optimal learning settings such as transfer schools or D79 alternative programs. This has contributed to the development of a more positive school culture focus on learning.

COLLABORATIVE TEACHERS: Collaborative Teaching as evidenced by a proficient rating on Quality Review indicator 4.2 where

EFFECTIVE SCHOOL LEADERSHIP was evidenced by a proficient rating on QR indicators 1.3, 3.1, and 4.2

STRONG FAMILY-COMMUNITY TIES continue to be an area of needed improvement. A proficient rating on QR indicators 1.3 indicates effective management of existing partnerships. A proficient rating on QR indicators 1.4 suggests students and parents experience our school community as safe and supportive.

5. Partnerships with community-based organizations and vendors through 21st Century Grant in

2014-15 and that will be carried into 2015-16

Partner:	Focus/Details”
21 st Century Grants Office funding	Awesome and Super Saturdays (Saturday Academy) Per-session funding for FLAGS teachers to provide academic support and Regents prep
Vision Education & Media	Curriculum enrichment within computer classes and special projects for interested students in animation, robotics and website development,
Urban Arts	Arts Integration during school day:

	<ul style="list-style-type: none"> ● Visual, music performance, film arts in residence ● Afterschool Clubs: Mondays 2-4pm and Wednesdays 3-5pm Film, Visual Art and Dance ● Saturday Academy “Super Saturdays”: Twice Monthly, October through June
Wediko Children’s Services	Parent outreach support including parent workshops and outreach support.
B. Partnerships for College and Career Readiness and College Access	
Center for Supportive Schools Princeton University	<p>Through Peer Group Connection (PGC), CSS has trained three FLAGS faculty to teach a leadership course to select juniors and seniors, who in turn educate and support freshman. The goal is to inspire students to become engaged leaders who positively influence their peers. Peer-to-peer student leadership model enlists exemplary students and taps into them as a resource to expand advisement while simultaneously advancing their own learning, growth, and development.</p> <p>This partnership has enabled FLAGS to offer a Fall and Winter student leadership retreat and credit-bearing course and provide mentoring support for freshmen transition.</p>
Teachers & Writers Collaborative	Made possible by funding from Wells Fargo, Teachers & Writers Collaborative facilitates a program that provides professional writers to assist Seniors in writing college essays.
Summer Search	<p>Professional mentoring extending 7 years beginning with identification during sophomore year for 4 students who demonstrate a baseline of character strengths like resilience, altruism and determination which are cultivated throughout the program and receive:</p> <ul style="list-style-type: none"> ● Full scholarship for summer travel experience ● College & financial aid advising ● College support & career exploration ● College graduate, alumni network
College Now at Hostos Community College (CUNY)	In 2014-15, 8-10 junior and senior students access college courses through College Now

6. Expanded Learning Time in 2015-16 will address the credit gaps and support students need for Regents passage, Using an integrated whole school approach, we will schedule students during this time in ways similar to scheduling throughout the periods of the day.

The CBO staff and the teachers’ work will be integrated to provide a seamless learning day as they work together collaboratively to meet clearly defined outcomes and professional expectations for each person’s contributions to student success. This will be reinforced by the student and teacher schedules which will incorporate a “College and Career Readiness block”. In addition to the CCR block, CBO support will continue to be embedded throughout the day to provide indirect and direct services to students in the area of arts and technology integration, social emotional learning and mental health support, and to enhance parent outreach and teachers’ professional development.

FLAGS will integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging through its curriculum, instruction and programming including ELT. Our school day is now longer

and occurs between 8:40 am and 4:00 pm. This time will incorporate new learning opportunities for students that are based on our knowledge of their needs such as direct instruction in “learning-to-learn skills”, and “Regents prep” taught through unique approaches that appeal to various learning styles and technology integration. Our class periods will be longer (60 minutes versus 45 minutes) enabling teachers to engage students in in-depth work and more projects such as service learning. In addition, there will be certain days of the week when enrichment (arts) clubs are offered with CBOs funded by 21st Century that further extend the school day until 6:00 pm.

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.	E
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.	P
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>Data sources: Student performance on Regents exams, as summarized in 2013-14 School Quality Guide, 2015 School Quality Review preliminary findings, 2013-14 DTSDE Review Report ratings of Ineffective for 3.2-3., Advance observation reports for 1a, 1e, 3b, c, d, and Principal's review curriculum artifacts. Evidence related to each sub-tenet of practice supporting self-assessment:</p>		
3.2	<ul style="list-style-type: none"> Establishing common planning time to ensure all teachers meet regularly (twice weekly during first semester and once weekly during second semester during sixth period) to conduct task analysis using a rigor checklist and improve lesson plans. Adopting curricula that is aligned with the Common Core Learning Standards units in English Language Arts and math from Engage NY and New Visions Global History Sharing curriculum maps and resources via Google drive folders to make planning visible and certain quality resources from the identified sources mentioned above and other schools accessible 	

- Investing in needed additional quality curricular resources to deepen inquiry in science, complex texts and primary resources such as Facing History, Facing Ourselves, and Achieve 3000. On-line courses through APEX ILearn were acquired to provide additional avenues for students to meet course requirements and gain needed credit.
- Providing support through strategic content area coaching in unpacking new curriculum like Engage New York and implementing it with fidelity in the classroom

The impact of these purposeful decisions has been improved collaboration among teachers, increased adoption of rigorous curricula and coherence across classes and disciplines evidenced by prioritized shifts in units and lesson plans and MOSL-style assessment tasks.

3.3 To continually improve our curricula and academic tasks, teachers engage in planning and refinement using student work and data so that diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged. This is evidenced by the following:

Department teams and the 9th grade WITsi team meet regularly to systematically analyze student work using required protocols and pre-planned agendas. The teams include general education, special education teachers and our ESL teacher who all collaborate to identify scaffolds for diverse students.

Leveraging the MOSL baseline performance tasks and rubrics and designing MOSL-style interim and unit performance tasks to determine the gaps for student groups. The impact of these practices has been implementation of CC and standards-aligned curricula in self-contained special education classes, differentiation in ICT classes, integration of MOSL traits in instructional tasks for all students (such as during science lab report writing), and refinement of lesson plans to further emphasize discussion, comprehension of informational texts and justification of reasoning in mathematical problem-solving.

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

3.5 Teachers who served on the school's MOSL committee deliberately decided to adopt NYC performance assessment tasks to gather baseline data. To leverage these assessments for instructional improvement, the data was analyzed to see student strengths and weaknesses in light of each standards-based trait. Replicating the MOSL format, interim and unit-based assessments were adopted to monitor student growth. The actual MOSL rubrics, new or modified versions of them were used to provide feedback to students. Check lists, CCL-aligned and teacher-made rubrics are also used to provide students with feedback and next steps for their learning.

The impact of these strategies has been alignment of our assessments to the standards and curriculum. Because the assessments have been used as embedded instructional tasks, these assessment practices have also resulted in further alignment of the curriculum to the standards. In addition, planning assessments collaboratively has fostered assessment-driven conversations during teacher team meetings and individual or department instructional and curricular adjustments. Expanded use of checks for understanding need to occur across classrooms with lessons.

Priority Needs

As per the most recent DTSDE report, there is limited implementation of curricula aligned to the Common Core Learning Standards that hinders students' opportunities for learning experiences that prepare students to be college and career ready.

According to the most recent Quality Review, we received a rating of *developing* in indicator 1.1 Curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills. Curricula and academic tasks do not reflect planning to provide students access to the curricula and tasks and cognitively engage

a diversity of learners.

According to the AIR co-interpretation, teachers need further support around implementing strategies and strengthening the curriculum to emphasize higher order thinking skills.

According to ADVANCE observation data, 46% of teachers are rated Developing or Ineffective in competency 1e and 62% of teachers are rated Developing or Ineffective in competency 3c.

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)

Our vision is to ensure all students access to rigorous, compelling curricula that is aligned with the Common Core Learning Standards and NYS subject-area standards and fosters active learning resulting in high levels of engagement, thinking and learning. Along with rigorous curricula, effective instruction must be ensured in each classroom to deliver the curricula with fidelity and to meet diverse student needs. To accomplish this we will adopt curricula from Engage New York, WITsi writing exercises embedded within Engage NY units (developed by the Renewal Team), New Visions, NYC Core Curricula and other sources as available. Individual teachers and teams will “unpack” unit plans and analyze tasks to predict student strengths and struggles and then formulate pacing guides and tailor lesson plans to student needs. Using data such as student MOSL baseline performance assessments, unit pre-assessments and student work samples, teachers will diagnose student needs and design scaffolds (e.g. models, questions, writing structures, group work, native language translations, non-linguistic representations and other varied presentations of the content) to support student success. Professional development, coaching and feedback aligned to the Danielson Framework components will be provided to assist teachers in implementing the curricula. In addition, other academic programs will

be implemented to provide rigorous curricula and instruction; these include iLearn on-line courses (Apex Learning), CUNY At-Home ELA and math, Achieve 3000 and College Now.

Our school’s instructional focus on “active learning through appropriately challenging tasks, analysis of complex texts to support arguments with evidence” is intended to reinforce the CC instructional shifts and result in high levels of student engagement. The CC instructional shifts in literacy will be will be evident as teachers use annotation strategies and text-dependent questions to guide students in comprehending non-fiction texts. In math, the shifts will be evident as students are given opportunities to justify their approach to solving multi-step problems. MOSL-style performance assessments will be used as culminating tasks for units. These assessments require instruction that reinforces the CC instructional shifts. For example, in social studies, students will be guided in answering primary source document-based questions, determining claims, identifying evidence to support or refute the claim and then writing an argument essay that integrates the claims, evidence and counterclaims from multiple documents.

Pedagogical practice will be aligned to Danielson’s criteria for effective practice. Open-ended questions will make student thinking visible and “talk moves” will assist students in discussing ideas among themselves rather than relying on the teacher for mediation. Students will work in pairs, trios and groups to collaboratively discuss text and solve problems. Students will be engaged through opportunities to make reasoned arguments and present their work. Multiple entry points to ensure the success of every child will be created by offering students choice, allowing for multiple approaches to problems or complete assignments, use of varying group roles and open-ended questions that allow students to construct understanding at their own pace or at various levels of depth.

Our Expanded Learning Time (ELT) hour will become a “College and Career Readiness” block. As shown below, one day a week will focus on explicit learning-to-learn skills that will be specific to each grade-level and taught using identified resources supplied by one of our CBOs (Connect for Kids). Three days a week students will participate in Regents prep or credit-bearing electives that reinforce basic math or literacy skills. The fifth day will be dedicated to our advisory “PAUSE” where student social and emotional learning is nurtured. Ninth grade PAUSE will utilize the Center for Supportive Schools’ Peer Group Connection outreach lessons that assist freshmen students in transitioning to high school and allow juniors and seniors to function as leaders.

College and Career Readiness Block

CCR (Learn-to-Learn) Skills				
and Future Planning	Elective or			
Note-taking	Regents Prep			PAUSE
Annotation	Elective example:	Elective or	Elective or	(Advisory)
Study skills	Technology Explorations in Math	Regents Prep	Regents Prep	PGC
Group roles, protocols	Current issues in Non-fiction text			
College knowledge				
Portfolio projects				

Coherence will be supported across school faculty and community educators and across a longer learning day by a continued focus on school-wide goals. To support constituents in seeing the rationale behind our use of time and programming decisions, I devised a list of short-focused and critical goals prior that were used throughout the school 2014-15 year and, in 2015-16, will continue to communicate these through the acronym GAPS. These goals are

embedded in the RSCEP goals and action plans. They will be the reference point for all of our professional development and teacher teamwork.

G =GROWTH towards timely graduation and college and career readiness

A=ACTIVE LEARNING through APPROPRIATELY CHALLENGING TASKS, accountable talk, analysis of complex texts to support arguments (See RSCEP goal 1 and 2)

P = PERFORMANCE aligned with state and CCLS (See RSCEP goal 1)

S = SOCIAL AND EMOTIONAL growth (See RSCEP goals 3 and 5)

An assessment calendar has been established that ensures interim checkpoints that help us in part to monitor these goals. It will also deepen our work to use “common” assessments. Department teams will continue to use MOSL trait rubrics and other CC and standards-aligned rubrics to assess student work and determine actionable next steps for instruction. Since few teachers teach the same course in our small high school, using like assessments is not always possible; for this reason MOSL-style tasks will be viewed as “common assessments” and will help guide us assess students’ performance in light of the standards. Regents tasks will be given at monthly intervals and this data will be collected and used to determine students’ readiness for the actual Regents exams. Teacher teams will analyze the data and, by using protocols, hold one another accountable to determine next steps are taken pedagogically and that curricular revisions are made. Using the protocols we developed in 2014-15 and new teacher-created protocols, teachers will engage in inquiry and track student progress and the effectiveness of attempted strategies.

The percentage of students on track for graduation as measured by credit accrual and Regent passage will increase 15% in all subject areas including math and ELA, by the end of year one (‘15-‘16) and 20% total by the end of year two (‘16-‘17). We aspire to a graduation rate of 58.5% by year two. .

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

Measurable Indicators

- A minimum of 75% of teachers will be rated Effective on Danielson 1e and Danielson 3c, as mutually agreed upon by the DSR and Principal
- The number of students achieving Level 3 on rubrics for formative assessments and benchmark performance tasks will increase by 15% from in each core content area as measured by the MOSL baseline, interim and end-of year assessments.
- By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation.
- By June 2016, the 4 year graduation rate will be at least 50.4%

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>School leaders lead the school community in understanding through PD the school GAPS goals, instructional focus, Danielson 1a, 1e, 3c and 3d, MOSL traits, DOK levels, CC standards alignment and other tools for assessing planning of rigorous, standards-aligned curricula.</p>	<p>Teachers</p>		
<p>Teachers and teacher teams will identify, revise, and be held accountable for implementing standards and Common Core Learning Standards-aligned tasks in their lessons.</p> <p>Teacher teams, with the support of School Renewal coaches, will analyze student work using protocols in order to improve tasks and curricula. Teachers will align tasks to Essential Questions, and Learning Targets, with all being aligned to the school’s task revised, department-specific rigor checklist and state standards and CCLS. Teachers analyze student work using protocols (e.g. task rigor checklist, Teacher Team Goals planning sheet, MOSL rubrics, WITsi prompts) in order to improve tasks and curricula. Teachers and teacher teams will identify multiple entry points so all learners can cognitively engage in “appropriately challenging tasks”.</p> <p>9th and 10th grade teacher teams will engage in strategic inquiry around writing skills to analyze student work and assessment data, and make all necessary curriculum revisions</p>	<p>Teachers</p>	<p>September and on-going</p>	<p>L. Chislett working with Director of School Renewal (DSR) and coaches</p>
<p>Principal, School Renewal coaches, strategic partners (e.g. AUSSIE coach) will provide ongoing professional development and coaching on <u>planning</u> cognitively engaging tasks (“appropriately challenging tasks”), using targeted talk moves and asking DOK level 3 and 4 questions for lessons</p>	<p>Teachers</p>	<p>September and on-going</p>	<p>L. Chislett working with Director of School Renewal (DSR) and coaches</p>

and tasks (e.g., Pre-Planned, Essential Questions, Learning Targets). Professional development will also build teacher understanding of multiple entry points so all learners can cognitively engage in tasks.			
Math (algebra and geometry) and ELA teachers will implement CC-aligned units, lessons and tasks from Engage NY; Some 11/12 th grade ELA units will utilize DOE Core Curriculum resource materials and CUNY Writing modules. ● School Renewal Team will provide 7 PD sessions to lead Math and ELA teachers to support implementation of EngageNY ELA and Algebra ● Throughout the year, the School Renewal Team will provide PD sessions to 9 th and 10 th grade teachers around Writing is Thinking (WITsi) strategies	Teachers	September and on-going	L. Chislett working with Director of School Renewal (DSR) and coaches

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.											
The following resources will be leveraged for the aforementioned work to be accomplished:											
<ul style="list-style-type: none"> ● Schedule: FLAGS has adopted the 60 minute period schedule and will work to aggregate teacher planning time by department one day a week. ● Job embedded instructional support via School Renewal Coaches ● Job embedded instructional support via AUSSIE coaches for teachers on TIPs funded by 21st Century grant monies 											
Curriculum resources from Engage NY and other sources such as Core Curriculum via NYSTL funds											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		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.
New behaviors and results
<ul style="list-style-type: none"> ● Curriculum units and individual teacher lesson planning will reflect an emphasis on rigor and higher order thinking skills in daily lessons. ● Students will be cognitively engaged in tasks in all major subject areas.

- Teacher teams will regularly assess student work for the level of cognitive engagement and will revise tasks and curricula.

Measurable Indicators

1. A minimum of 50% of teachers will be rated Effective on Danielson 1a and 1e, as mutually agreed upon by the DSR and Principal by Feb. 15th.
2. A minimum of 50% of teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the DSR and Principal by Feb. 15th.
3. Lessons and academic tasks planned and implemented by 50% of teachers reflect modifications surfaced in teacher team meetings by Feb. 15th.
4. The number of students achieving Level 3 on a modified MOSL task will increase by 25% in each core content area when MOSL baseline trends are compared to mid-year benchmark performance task similar to the baseline.
5. 50% of students in classes that terminate in a Regents this year will pass select Regents items By January 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation.

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	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>Data sources: Stakeholder response on the 2014-15 School Survey, attendance data as summarized in 2013-14 School Quality Guide, 2012-13 DTSDE Review Report ratings of Ineffective for 5.2-5.5, preliminary 2014-15 QR findings, Advance teacher observations, Grade Team minutes, and American Institutes of Research study.</p> <p>Recent actions and initiatives as evidence related to each indicator supporting self-assessment:</p>		
5.2	<p>We are improving systems and cultivating partnerships to support and sustain social and emotional growth by building shared commitment to and focus on student social and emotional growth through our “GAPS goals” where S represents “social and emotional growth”. Our system includes a new 9-12 advisory structure called PAUSE that is gender-based to foster discussion, goals setting, reflection and college and career readiness support. In addition to using the College Board curricula during this twice-weekly period in 2014-15, we partnered with the Center for Supportive Schools (now our lead CBO) to implement the Peer Group Advisory program to assist freshmen with transition to HS. We have expanded guidance services to ensure mandate counseling and transition for over-age under credited and SWDs. Social and emotional learning is further supported through the Pupil Personnel Committee (“IEP Team”) grade team meetings</p>	

that focus on academic interventions and the attendance team. As a school we recognize that we need additional mental health services for our students.

5.3

We articulate and systematically promote a vision for social and emotional developmental through the Habits of Work and Learning (HOWLS) framework so students understand the traits required to be successful in academically and personally. PAUSE and a focus on HOWLS have resulted in building a safer and healthier environment for families, teachers and students. HOWLS are organized by: "Responsibility to Learning and Community" to foster ownership to build a common language of ownership. The recent American Institutes of Research study and 2014-15 School Survey revealed that some teachers feel "the administrations' response" to discipline needs to be more consistent, Therefore, in addition to the use of HOWLS as a means of communicating students' responsibility to their own learning and the community, we recognize the need to build unity around a common approach to discipline where administration and teachers share mutual accountability and agreed upon appropriate responses to undesirable behavior.

5.4

Typically students and parent constituents articulate how the school community is safe, conducive to learning and foster a sense of ownership that leads to greater student outcomes. This is most evident in the junior and senior student leader-advisors who have been trained in a leadership course and facilitate advisory.

5.5

Leadership and staff (counselors, psychologist, attendance teacher) are working together to use data (such as attendance data or anecdotal information, credit accrual) to respond to students' social and emotional developmental health needs, so students can become academically and socially successful. This is evident in our regular grade team, attendance team and Pupil Personnel Committee meetings.

Priority Needs

- According to the recent American Institutes of Research study and 2014-15 School Survey, some teachers feel "the administration's response" to discipline needs to be more consistent.
- According to the AIR co-interpretation, which included a variety of school stakeholders, certain initiatives geared toward social emotional growth such as PAUSE, HOWLS, attendance team, and college advisement are perceived as impacting student support, however expanded services are needed to meet students' needs.

As evidenced by the most recent Quality Review, school leaders and teachers are developing the establishment of a culture for learning that communicates a culture of high expectation and providing supports to achieve those expectations. (QR 3.4)

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?

Our two-year vision is for stakeholders to describe the school as they currently do a safe, supportive and caring environment. In addition, we want FLAGS to be a place where students feel known and supported. Our CBO partnerships play a key role in this work. The Center for Supportive Schools will continue to assist us in making a culture shift through PGC where we leverage peer leaders outreach to freshman. Other partners, such as those through our 21st Century Grant will continue to provide enrichment programming during school, afterschool clubs and Super Saturdays that contribute to students having a voice through the arts. For example, in 2014-2015 students initiated a music performance club and worked with a musician to learn music and perform. These partnerships provide a more robust school experience for our students and help to sustain and support the social and emotional growth and health of our students. Senior students tell us that FLAGS has never had “so much” to offer.

Our framework for social-emotional learning resembles PBIS with services involving all students and more intense, targeted interventions for certain students. All students are supported in gender-based advisories, teacher grade teams meet to discuss student needs and have a role in devising academic and social-emotional support or referrals to the IEP Team, school psychologist or counselors occur as needed. SKEDULA anecdotal logs are kept to track student issues and parent outreach and communicate needs among faculty. Through our development as a community school, we will have more resources to offer the students who are significantly at risk. Connect for Kids will assist us in obtaining and using additional resources during advisory. Center for Supportive Schools will train select teachers to become Achievement Mentors. As our lead CBO, they will also help us locate additional partners for student social and emotional support. As a result, we will be more proactive during Advisory in promoting students social-emotional skills with the use of film, for example, as text to discuss relevant issues in a compelling way, developing a more structured referral system for mental health or counseling while at the same time building and implementing intervention options such as counseling with social work interns, WEDIKO Children’s services or other mental health service providers yet to be identified.

Our school will devise measures to assess social-emotional development. Some of these include student reflections, observations, tracking of anecdotal logs and monitoring attendance data. The Center for Supportive Schools and Connect with Kids will help us develop a system to collect and aggregate data on social-emotional growth. Using the aforementioned structures, this data will be used by teachers, community partners, and school leaders use data to respond to student social and emotional needs. In such a way that students are matched in a timely fashion to the services they need.

Attendance and chronic absenteeism rates will continue to be monitored by the attendance team. In 2014-2015 we have seen a 2-3% increase in attendance overall and we closed eighty 407 cases. We have connected chronically absent students with adults whom they “check-in with” and conducted extensive outreach through phone calls. We will continue to do so to better ensure students who now attend 65-75% of the time and those in other categories of attendance come more often to school.

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.

Develop a school culture, approach to discipline that ensures social and emotional development and a safe, respectful environment that is conducive to learning for all constituents.

New behaviors and Results

- The school leader ensures that all staff members know and uses research-based practices and structures for referral and support for all students that address social and emotional development and academic success.

● The school’s approach to culture building, discipline, and social-emotional support results in a safe environment and inclusive culture. Students and adults treat each other respectfully and student voice is welcome and valued.

Measurable Indicators

- Meet City average attendance benchmark of increase from 79% to 80.1%
- Proficient rating on sub-indicator 1.4 on the 2016 Quality review (This was attained in Spring 2015)
- Reduction in number of chronically absent students with attendance in 70 to 89% interval by 10%
- 90% compliance rating on timely IEP annual and tri-annual reviews
- 20% increase in percentage of stakeholders who answer on School Survey questions related to perception of safety and being known positively (agree or strongly agree)
- Significant reduction in severely over-age under credited students (3rd, 4th and 5th year students and other with fewer than 15 credits) through transition support
- 5 percentage points in parents satisfaction with our school on the School Environment Surveys

By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the 4 year graduation rate will be at least 50.4%

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>Work with Center for Supportive Schools to conduct needs assessment, identify other CBOs to expand the continuum of social and emotional support services such as counseling and other mental health interventions</p>	<p>Students</p>	<p>August</p>	<p>L. Chislett working with Center for Supportive Schools (CSS) and identified stakeholders such as guidance counselors, social worker, school psychologist</p>

Work with Connect for Kids to develop website with advisory materials (videos) and lessons that will be used during PAUSE; train faculty in using these lessons	Students, teachers	August	L. Chislett working with CSS and Connect with Kids
Design schedule for service delivery and the referral system to be used by grade teams to access additional social emotional and mental health services. PD will include how to complete screening, recognize at risk behavior and de-escalate behavior that puts students at risk for failure.	Students, teachers, counselors	August, on-going	L. Chislett working with CSS
Train new PGC student and adult advisors, secure schedule for training and 2 nd year of Peer Group Connection program implementation	Teachers	Sept. and on-going	CSS
Survey students to ascertain their interests in extra curricular and use this information to guide planning of enrichment experiences.	Students	Nov.	Community Schools Director
Foster student selection of one school spirit week foci monthly.	Students.	Dec. on-going	Senior advisory
Plan and implement fields trips that reinforce curriculum topics such as world cultures.	ELLs and ninth grade	Dec. and on-going	Faculty and Center for Supportive Schools
Work with Fordham and other CBOs to offer basketball and soccer as attendance incentives.	Students chronically absent	Nov. and on-going	CBOs, Assistant Principal

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.											
The following resources will be leveraged for the aforementioned work to be accomplished:											
<ul style="list-style-type: none"> ● Schedule: FLAGS has identified a College and Career Readiness block as its ELT. ● Service delivery model: FLAGS will schedule intervention services as needed and develop structures to ensure a timely response to student needs ● Service providers: (CBOs, mental health staff TBD) ● Professional development to build capacity: CSS and other CBOs will work to provided targeted training to teachers The “Other” listed below is Community School Funding and Priority School Funding 											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.

- An expanded continuum of services is implemented

- Data points (averaged attendance, decrease in chronically absent students and under-credited students reduction will be at mid-points from targets stated above)

“Soft data” that are indicators of student social emotional health (self-reflections, decreased behavioral incidents, teacher observations and anecdotes show gains for all students including students at risk for failure due to attendance or social and emotional issues

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.	D
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).	E
<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>Recent actions and initiatives as evidence related to each indicator supporting self-assessment:</p> <p>4.2 Teachers worked in 2014-15 to develop instructional practices and strategies organized around unit and daily lesson plans to meet student goals (such as those identified through MOSL benchmarks and analysis of student work). However, high levels of student engagement and thinking are inconsistently evident. This was confirmed through the 2015 QR rating of 1.2. Therefore, our instructional focus will continue to be on active learning through appropriately challenging tasks using discussion, questioning and analyzing complex texts.</p> <p>4.3 Teachers’ provision of coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students is emerging. Task analysis has assisted us in understanding the need to elevate rigor, foster struggle and create scaffolds. The creation of ICT settings has assisted us in appropriately serving SWDs and ELLs. We will include purposeful grouping in our instructional focus in 2015-16 to elevate engagement to better need diverse student needs.</p> <p>4.4 Our teachers create a safe environment through the establishment of rapport with students. Currently, responsiveness to all students’ varied experiences, strengths is improving and resulting in high levels of student engagement in some classes. Open ended questions, and discussions and strategies to make thinking visible are being used more often, but need to be more consistent. Grade team and department team meetings have been used to focus on student needs. Next year we will be more intentional about examining sub-group patterns.</p>		

4.5 Teachers used a variety of data sources more often such as MOSL benchmarks, student work samples, Regents exam items screening, to inform lesson adjustments this past year. Through the use of rubrics and on-going feedback, some teachers demonstrated capacity in fostering student participation in their own learning process. Although we were rated developing on 2.2 on the QR in 2015, we have made great strides in using formative assessment information to determine next steps and progress towards standards-aligned goals. Additional strategies are needed within lessons; common assessments will be expanded to include monthly Regents tasks. Our teacher team inquiry process was validated through a proficient rating on the 2015 QR.

Priority Needs

- As per the AIR co-interpretation, some respondents want to see additional support to understand expectations related to teacher collaboration.

While progress has been made according to the QR on 4.2, this work needs to be sustained and deepened to include more sophisticated inquiry methodology to track progress towards goals for students and impact of targeted 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?

Our school will continue to organize to ensure collaboration. All of our teachers will continue to be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers and resulting in achievement gains for some students. Common time has been identified for both department and grade teams to meet frequently by scheduling all students for lunch during the same period. Identifying grade teams was essential, but somewhat complicated because in a small school like ours teachers work across several grade levels. Grade teams meet on Wednesday and Fridays: 9th grade teachers meet for WITsi; 11th and 12th grade teachers meet to discuss academic interventions. Department teams have a dedicated planning day with at least 2 hours of common planning time. In addition, an attendance team comprised of guidance counselors, the attendance teacher, parent coordinator and bilingual para professionals meets on Fridays to review data and devise attendance interventions. The IEP team and guidance teams also meet once weekly to review student transcripts and monitor needed services, progress towards graduation and arrange alternative placement for students who have not succeeded at FLAGS, who are at risk for failure and significantly behind. The impact of this work is that all teachers professionally collaborate and engage in inquiry that improves their own practice, increases instructional coherence and attention to student social, emotional growth and academic success. In 2014-15 attendance team has closed seventy 407 cases and improved personal attendance of students through success mentoring and parent outreach. The IEP (or “SIT team”) has made timely progress in reviewing and updating IEPs of over 60 students (>32% of our population) and ensuring students are working in appropriate and least restrictive environments.

What teaching and learning should look like is communicated through the school’s instructional focus, the CC instructional shifts and the Danielson Rubric. Some teachers have collaborated on units, particularly those that teach in ICT settings. Collaboration around MOSL tasks has influenced unit development. Models of curricula such as those available through Engage NY and new Visions has helped teachers see what the shifts look like within a given unit. The

Renewal Team coaches, Center for Supportive Schools partner and Generation Ready consultants will assist us in norming our understanding of the instructional shifts and high quality instruction.

High achieving students' needs are met through flexible programming, differentiation within classes, iLearn (for credit recovery) and College Now. PGC has offered high-end learner leadership opportunities. These are not sufficient to foster College and Career Readiness in all students. Therefore, FLAGS needs to continue to consider how to program and differentiate to ensure all students rigorous curricula. Next year we plan to partner with CUNY at Home to expand what we offer our students. Formative assessment data and intra-visitations will be sources of data to assist us in monitoring progress.

HOWL Targets, like Learning Targets, is one way we ensure that every child is safe in their class because it is a pro-active way to discuss and address classroom norms. Danielson-aligned feedback is working to help teachers ensure a respectful environment. Most teachers were rated overall proficient with this. However, engagement is a part of respecting and honoring student needs and this needs to be improved.

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.

Goal: By June 2016, in the majority of classrooms, teaching practices will reflect a culture of high expectations, will be aligned to the curricula and articulated set of beliefs that is informed by the Danielson Framework and Common Core Instructional shifts.

Measurable Indicators

1. The school will receive a rating of Proficient on indicator 2.2, 4.2 of the Spring 2016 Quality Review.
2. A minimum of 65% of teachers will be rated Effective on Danielson 1e and 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal
3. The percentage of students on track for graduation as measured by credit accrual and Regent passage will increase 15% by the end of year one ('15-'16) and 20% total by the end of year two ('16-'17). We aspire to a graduation rate of 58.5% by year two.

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>1) Through conversations in teacher professional development, classrooms, faculty will understand, agree on and adopt a refined instructional focus (communicated as part of “GAPS” goals) and use common language about active learning, rigor, struggle, purposeful planning connecting these to student achievement</p> <p>2) Writing is Strategic Thinking with Inquiry WITSI team (9th and 10th grade teachers) will review student work to support literacy development through targeted basic writing strategies</p>	<p>ALL Teachers</p> <p>9th and 10th grade teachers</p> <p>9th and 10th grade students</p>	<p>Sept-June</p>	<p>Principal, AP, School Renewal coaches, DSR, WITsi, AUSSIE coaches</p>
<p>2. HOWLs will be visible in every classroom and be explicitly referred to by teachers and/or students during the lesson and made relevant to content. Students will practice HOWLs as they grapple with difficult tasks and engage in discussion.</p>	<p>All teachers</p> <p>PAUSE advisories</p>	<p>Sept-June</p>	<p>Principal, AP, School Renewal coaches, DSR, WITsi, AUSSIE coaches</p>
<p>3. Through regular professional development, observation feedback, and teacher team work, teachers will have ongoing support in effectively communicating the high expectations through Learning Targets, HOWLs and purpose of tasks and assessment criteria that define quality work.</p>	<p>All teachers</p>	<p>Sept-June</p>	<p>Principal, AP, School Renewal coaches, DSR, WITsi, AUSSIE coaches</p>
<p>Through regular professional development on Danielson 3b and 3c, observation feedback, and teacher team work protocols (QR 4.2), teachers will have ongoing support in effective questioning and discussion techniques (“talk moves”). As a result, teachers will ask questions that assess and further student thinking. Teachers will also provide discussion forums that are appropriate to those questions so that all student voices are heard and students are actively listening to each other. Students will be engaged in discussion and through working cooperatively in groups that support their learning needs</p>	<p>ALL teachers</p>	<p>Sept-June</p>	<p>Principal, AP, School Renewal coaches, DSR, WITsi, AUSSIE coaches</p>

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.											
Team meeting time, coaches and coaching time, sacred time for observations and post-observation conferences, aligned professional development agendas, teacher leaders, videos with model lessons, curricula resources such a Engage NY											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
1. By January 2016, a minimum of 55% teachers will be rated Effective on Danielson 3c, as mutually agreed upon by the Director of School Redesign (DSR) and Principal.
2. By January 2016, a minimum of 55% teachers will be rated Effective in component 3b of the Danielson framework, as mutually agreed to by the Principal and DSR.
3. By January 2016, a minimum of 65% teachers will be rated Effective in component 3d of the Danielson framework, as mutually agreed to by the Principal and DSR. The percentage of students on track for graduation as measured by credit accrual and Regent passage will increase 15% by the January ('15-'16).
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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).	E
<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 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>Data sources: Student credit accrual (growth) as summarized in 2013-14 School Quality Guide, DTSDE Review Report ratings of Developing for 2.2-2.5, Diagnostic Quality Review 2014, plus principal classroom observations and recent (Spring 2015) Quality Review ratings for 3.1, 2.4, 1.3 and 2.2</p> <p>Recent actions and initiatives as evidence related to each indicator supporting self-assessment:</p> <p>2.2 The principal has articulated a coherent vision for school improvement to internal and external stakeholders (AP, School Renewal leadership, teachers, students and parents) supported them to understand this vision and adopt the sense of urgency about achieving school-wide goals aligned with the vision. Part of this has been accomplished by communicating a list of short-focused goals as "school-wide goals" through the acronym GAPS—growth towards timely graduation, active learning through appropriately challenging goals, performance aligned with content area and state standards. These goals are embedded in the goals and measurable targets of the S/CEP. The recent Quality Review rated our school Developing on 3.4.</p> <p>2.3 and 2.5 Our school leadership (AP, counselors, program coordinator) under my direction is effectively using evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. Example of sources of</p>		

data include STARS, ATS attendance data, SKEDULA, Regents item analysis. Examples of usage of the data to examine attendance, progress towards graduation (credit accrual) past Regents performance trends, identification of over-age-under credited students. Anecdotal data sharing has assisted us in assessing social and emotional health. Structures such as the Pupil Personnel Team (IEP team), attendance team, guidance and transition teams, teacher department teams and meetings are vital to the process of improving critical areas. Teacher observations trends and team meeting summaries (on “goals progress sheets”) are incorporated into the feedback loop for monitoring and revising. The recent Quality Review rated our school Proficient on 3.1. However, 2.2 on the QR was rated Developing.

2.4 It is vital to make strategic decisions to organize resources human, program-related and fiscal capital so that school improvement and student goals are achieved. In a small high school with limited resources this work is extremely challenging. Examples of decisions to leverage resources to achieve goals include: securing time for an Advisory program and forming PAUSE teams, partnering with Princeton Center for Supportive Schools, securing resources for 2 new SPED teacher hires, identifying common planning time for department team meetings, creation of after school and Saturday programs, overcoming hiring obstacles by securing a needed math teacher via F status, forming ICT partnerships and ensuring para support for bi-lingual students. The recent Quality Review rated our school Proficient on 1.3.

Priority Needs

The AIR Co-Interpretation stated [there is confusion around how high instructional expectations are communicated and reinforced] suggesting not all stakeholders understand and support the vision for rigorous instruction and teachers.

The Spring 2015 Quality Review spoke to needed improvement related to the instructional core (1.1, 1.2 and 2.2) as well as high expectation aligned with a path towards college and career readiness (3.4). Therefore, this implies leadership in these areas needs to be strengthened. Distributed leadership is part of effective leadership in these key areas of school improvement

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 shared vision for school improvement and mission will be communicated during every faculty meeting, professional learning time, meetings with the Community Schools Team and SLT by using “GAPS” goals, the instructional focus and portions of this RSCEP.

The Center for Supportive Schools was selected as our lead CBO because of their track record in developing evidence-based programs and approach to build sustainability through capacity development. We will work together to ensure mutual accountability for progress towards our goals. The Center for Supportive Schools and other CBO partners will collaborate with school staff to provide professional development, resources and face-to-face services to ensure that students’ academic and social-emotional needs are being met. These will include but not be limited to new resources

and professional development for our advisory (PAUSE) for grades 10-12, College and Career Readiness skill development (e.g. note-taking skills), mental health counseling supports, college planning and access advisement, Achievement Mentoring and Peer Groups Connection training to enable teacher-mentors to work with students and peer leaders to guide freshmen in transitioning to high school. The collaboration among CBOs and our school will be coherent to support FLAGS goals for school improvement.

Evidence based systems for teacher improvement that will be put into place include regular formative, informal and formal observations, job-embedded professional development in the form of coaching or pre-determined teacher team agendas focused on teacher and student learning needs, targeted observations to gather information across classrooms about school-improvement patterns and teacher improvement plans. These systems will be put into place in conjunction with the Director of School Renewal, coaches and other outside sources for professional development or learning such as DOE sponsored-training or model classroom visits in identified schools. The approach to conducting teacher observations will be in keeping the DOE's standards for best-practice that incorporate the use of low inference feedback aligned to the Danielson Framework for Teaching. To ensure that teachers are provided accurate, timely, and actionable feedback a schedule of observations will be created. Feedback will be given within 14 days and actionable next steps will be incorporated into the observations so teachers are clear on what they are expected to do next to improve. Practical supports such as learning resources will be included.

As school leader, I will work with stakeholders to develop and improve student and teacher programs to ensure students' needs are met. Interim checkpoints cited in this RSCEP and other data-based tools and sources to monitor and revise our progress towards goals (such as Scholarship data from STARS) will be used to ascertain if students' needs are being met.

Data systems such as our NYC Schools Account, information with the Principal's Portal (within the Progress towards Graduation Tracker, School Performance Data Explorer), SKEDULA, STARS will be leveraged to monitor and communicate progress towards goals. In addition to these systems, the Center for Supportive Schools will assist us in developing a dashboard of data to monitor data related to Social Emotional Learning (SEL), and attendance so that strategies can be created and assessed to support growth. Shared accountability will be fostered through data-based conversations and protocols that require teachers and other stakeholders to use an inquiry approach when examining data and to use data to substantiate progress or impact of our efforts.

Clear goals for individual responsibilities and structures to monitor and track progress will be developed as a means of creating coherence in the work of the administrative team at FLAGS and to ensure duties are delegated clearly to our school's assistant principal and the community school director.

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

Measurable Indicators

1. Proficient on QR sub-indicator 3.1, 1.3 and 4.1

2. By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the 4 year graduation rate will be at least 50.4%
3. Meet City average attendance benchmarks of 79% to 80.1%
4. Meet City Regents completion benchmark of 27.8 % in 2016 and 35.2 % in 2017.

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>1. Communicate coherent vision, short-focused, mission critical goals to stakeholders and assist all stakeholders in understanding the urgency of these goals and importance of organizing our work and resource use to these goals. Identify ways that more teachers can take one distributive leadership roles related to all areas of school improvement, particularly the instructional core.</p>	<p>SLT, teachers, students, parents</p>	<p>Sept.-June</p>	<p>Principal, School Renewal DSR, Community Schools Director, Counselors, Teachers</p>
<p>2. Utilize RS/CEP and short-focused goals to drive decision making in all dimensions of the school—refinement of systems and structures, culture and instructional core; teacher performance and teacher team feedback for improvement.</p>	<p>SLT, teachers, students, parents</p>	<p>Sept.-June</p>	<p>Principal, School Renewal DSR, Community Schools Director, Counselors, Teachers</p>
<p>3. Hold regular check-ins with staff during PD and teacher team meetings and other structures (such as FLAGS cabinet, Pupil Personnel or attendance team) to review data that are key to tracking progress towards grade, department and school-wide goals, all of which are aligned.</p>	<p>SLT, teachers, students, parents</p>	<p>Sept.-June</p>	<p>Principal, School Renewal DSR, Community Schools Director, Counselors, Teachers</p>
<p>4. Makes clear and purposeful budgetary and programming decisions, after consultation with key and relevant stakeholders (e.g. SLT and Center for Supportive Schools on matters pertaining to our Community School program services and ELT</p>	<p>SLT, teachers, students, parents</p>	<p>Sept.-June</p>	<p>Principal, School Renewal DSR, Community Schools Director, Counselors, Teachers</p>

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.											
School Renewal Team support structure, CBO and other partnerships, data systems, professional development and team meeting time, fiscal resources											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
1. PPO feedback aligned QR sub-indicators 3.1, 1.3 and 4.1											
2. By January 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation.											
3. By January 2016 meet City average attendance benchmarks of 80%											
4. By January 2016,meet City Regents completion benchmark of 18 % .											
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 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.	E
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.	D
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.	D
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.	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>Data sources: Student credit accrual (growth) as summarized in 2013-14 School Quality Guide and 2014-15 STARS Scholarship reports, DTSDE Review Report ratings of Developing and Ineffective for 6.2-6.5, Diagnostic Quality Review 2014 and Spring 2015 preliminary Quality Review findings, American Institutes of Research Co-Interpretation, plus principal classroom observations.</p> <p>Recent actions and initiatives as evidence related to each indicator supporting self-assessment:</p> <p>6.2 FLAGS is a small learning community with an atmosphere that is welcoming and fosters a sense of belonging. Trust is built with our families through our attention to their needs and follow-through. We have expanded our guidance team to ensure increased responsiveness to student social and emotional needs and academic progress. Parents are encouraged to engage and are welcomed through an open door policy. We were rated proficient on 1.4 on the QR.</p> <p>6.3/6.5 Working with administration, our parent coordinator, teams of teachers and counselors engage in planning and mutual communication with family and community stakeholders so that both families and school faculty understand students’ strength and needs. In this way, learning and interventions can be adjusted. While parents almost always come to school when requested to discuss academic or behavioral needs of their students when problems arise, the school has low attendance at Open School, parent-teacher conferences and parent workshops. We have implemented SKEDULA to communicate grades and other progress data with students and parents. However, parent use is limited. We continue to support interpretation of data embedded in transcripts, assessment summaries, progress reports and</p>		

communicate through in-person meetings with parents, via mail and email to support families to make data informed decisions and join us in fostering student growth. We were rated developing on 3.4 on the QR

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

Priority Needs

As evidenced by a Developing rating on QR indicator 3.4, there is a need to strengthen communication of high expectations to staff, students, and families, and expand provision of supports to achieve those expectations. This is also confirmed through the AIR Co-Interpretation that stated “There are inconsistencies among stakeholders’ understanding of the level of CBO support that is currently being provided to parents and students, but there is a mutual understanding that these supports are necessary to help address the variety of challenges impacting parent/family outreach and involvement”.

Improve parent involvement and collaboration to adjust academic and personal supports for students.

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?

Within the community school model, families will continue to be welcomed into the school and made a part of the school community in numerous ways. Some parents will work alongside school leadership serving on the Community Schools Leadership Team. All parents will receive communications in English and Spanish that invite them to school to learn about schedules, curriculum, programs, services and graduation requirements. An expanded range of workshops that appeal to family learning needs will be offered.

All school personnel including school safety officers will continue to be held accountable to make the school a welcoming environment and will be given explicit support in communicating respectfully with parents. Communication in Spanish will continue to assist parents in feeling welcomed. The main office will be reorganized physically to be more appealing and welcoming.

Our school will continue to provide support to families to take an active role in what their child is learning through purposeful outreach conducted through designated time that includes phone calls and school and classroom newsletters, and meetings where standards-based content and topics and course syllabi are shared.

As a community school, we will engage the community and families through the services that our CBOs deliver such as counseling support, college advisement and programs that build relationships such as Peer Group Connection, and through programs that directly target parent education such as those offered by Connect with Kids. Our CBO, Center for Supportive Schools, will be situated in the school, to help ensure families are interviewed and surveyed and information

about their students' needs is shared with teachers. We will also continued to make dedicated space available for families. Our parent room will be improved to include computer laptops to encourage parent use of data platforms.

We will work to offer adult education opportunities consistent with what parents have expressed an interest in— computer applications and English language learning. These offerings will also include support for families to be able to access and understand student data and progress such as how to read a transcript, use SKEDULA and the new NYC DOE platform; graduation requirements, ways to support students' learning success and college access and financial planning.

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 of 2016, FLAGS will renew its culture to be one of partnership where school, families, parents and community foster student academic, social and emotional well-being.

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>1. Ensure students feel known by strengthening the advisory program structure and Peer Group Connection, communicating effectively through team structures and SKEDULA anecdotes to identify and implement counseling and guidance interventions.</p>	<p>Parents, students</p>	<p>Sept.-June</p>	<p>Principal, AP, teachers, staff, CBO, parent coordinator</p>

2. Ensure families are welcomed and experience constant communication and opportunities through a) a welcome “open door policy” to visit school and voice needs, b) increased hard copy and electronic bi-lingual communications from school including a new website, c) expanded teacher outreach to parents inviting them to come to school to meet with grade team	Parents, students	Sept.-June	Principal, AP, teachers, staff, CBO, parent coordinator
3. Implement parent workshops and support groups with community partners (like WEIKO, college-focused CBO, TSEOL educators) and community agencies (e.g. Montefiore and others TBD) to promote learning for families across all areas-- adult learning, parenting skills, information about academic and social, emotional and mental health services to support student success. Continue to provide counseling/advisement for parents in meetings with guidance staff	Parents, students	Sept.-June	Principal, AP, teachers, staff, CBO, parent coordinator
4. Increase data dialogue between parents, students and school constituents centered on student learning and success by expanding implementation of online data sharing tools (SKEDULA). Implement fall/winter/spring (each marking period) workshops to assist families to use and understand transcripts, progress reports, SAT results, financial aid and assessments	Parents, students	Sept.-June	Principal, AP, teachers, staff, CBO, parent coordinator

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.											
Lead CBO partnership, Community School funds, existing parent room and technology, vendors to support training in technology and web page development, other CBO partners to provide parent education											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
Measurable Indicators
<ul style="list-style-type: none"> • 25% increase in parent attendance at parent conferences from first semester 2014 compared to first semester 2015 • 100% of teachers contacting 100% of their parents each marking period • Two workshops per month with 10 parents in attendance • Meet City average attendance benchmark of increase from 79% to 80.1% • 25% percentage points in parents satisfaction with our school on the School Environment Surveys

- By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the year graduation rate will be at least 50.4%
- 15% increase in parent attendance at parent conferences from first semester 2014 compared to first semester 2015
- 100% of teachers contacting 100% of their parents first semester evidenced by SKEDULA anecdotal record
- Two workshops per monthly (Sept.-Dec.) with 10 parents in attendance
- Progress towards City average attendance benchmark of increase from 79% to 79.5% By January 2016, at least 35% of year 2 and 3 students will be on track towards graduation.

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 of 2016, FLAGS will be transformed into a community school leveraging partnership to provide services and programs that meet the academic, social and emotional needs of its students that are embedded throughout the day and during Expanded Learning Time.

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.				

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?

FLAGS will integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging through its curriculum, instruction and programming including ELT. Our school day is now longer and occurs between 8:40 am and 4:00 pm. This time will incorporate new learning opportunities for students that are based on our knowledge of their needs such as direct instruction in “learning-to-learn skills”, and “Regents prep” taught through unique approaches that appeal to various learning styles and technology integration. Our class periods will be longer (60 minutes versus 45 minutes) enabling teachers to engage students in in-depth work and more projects such as service learning or portfolio development. In addition, there will be certain days of the week when enrichment (arts) clubs are offered with CBOs funded by 21st Century that further extend the school day until 6:00 pm.

The CBO staff and the teachers’ work will be integrated to provide a seamless learning day as they work together collaboratively to meet clearly defined outcomes and professional expectations for each person’s contributions to student success. This will be reinforced by the student and teacher schedules which will incorporate a “College and Career Readiness block”. See below. In addition to the CCR block, CBO support will continue to be embedded throughout the day to provide indirect and direct services to students in the area of arts and technology integration, social emotional learning and mental health support, and to enhance parent outreach and teachers’ professional development.

Monday	Tuesday	Wednesday	Thursday	Friday
CCR (Learn-to-Learn) Skills and Future Planning Note-taking Annotation Study skills Group roles, protocols College knowledge Portfolio projects	Elective or Regents Prep Elective example: Technology Explorations in Math Current perspectives and issues through Non-Fiction text	Elective or Regents Prep	Elective or Regents Prep	PAUSE (Advisory) PGC Advisory for 10-12

Media resources from Connect with Kids about compelling social issues, for example, will capture student interest and strengthen student engagement in learning, as will blended learning experiences with technology for Regents passage rate support. Achievement mentoring and Peer Group Connect will promote higher attendance and reduce risk for retention or drop out, and increases the likelihood of graduation. To 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 service learning opportunities and internships will be developed and managed by our CBO. New content areas and opportunities will be offered to students in the arts (theater club, for example) and math in finance as part of the core curriculum. The vast majority of our teachers will teach in the ELT to 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.

Community educators will be invited to our weekly professional development before the start of school or during grade team meetings on designated day to receive professional development and align their work with our instructional focus. The Center for Supportive Schools will assist our school leadership in designing and facilitating a retreat to establish vision, reinforce school culture and set expectations at the beginning of the year during joint PD to school faculty and community partner staff.

Outreach will be made to all families will be made during the beginning of the year and throughout the year with the help of our parent coordinator and community school director to inform parents of the new opportunities, structures and resources (e.g. website, schedule and services) to support their student’s learning.

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.

Key personnel that will be responsible for implementing and overseeing the ELT program:

<ul style="list-style-type: none"> • Principal • Community school director • Lead CBO, Center for Supportive Schools representative (TBD) • Wediko representative • Connect with Kids representative • College Bound Initiative rep (or other similar CBO) 	<ul style="list-style-type: none"> • Urban Arts representative • Vision Education Technology representative • College Bound Initiative representative • 21st Century grant coordinator • SLT members • All teachers
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Center for Supportive Schools, the 21st Century Grants manager and Connect with Kids will help evaluate the program to assess impact on student achievement using identified metrics and a custom-designed dashboard with important data aforementioned in this RSCEP. All Citywide systems for data monitoring will also be used to monitor progress towards City benchmarks such as Regents passage, credit accumulation and attendance.

Part 4b. Timeline for implementation and completion, including start and end dates.

Item

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.

CBO partners, curriculum for electives and advisory, media resources, professional development facilitators, protocols for student identification, PD time identified and scheduled, physical space identified for providers, translation services

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.

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

Measurable Indicators

- 25% increase in parent attendance at parent conferences from 2014-15 compared to first semester 2015-16
- 100% of teachers contacting 100% of their parents each marking period
- Two workshops per month with 10 parents in attendance
- Meet City average attendance benchmark of increase from 79% to 80.1%
- Survey and self-perception data from students, teachers and parents will indicate increase social and emotional health
- 25% percentage points in parents satisfaction with our school on the School Environment Surveys
- By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the 4 year graduation rate will be at least 50.4%
- Established mental health clinic with students identified accessing the services as needed

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, FLAGS will have an effective community school program with an integrated focus on academics, health and social services, youth and community development and community engagement that makes FLAGS a center of the community.

Measurable Indicators

- 25% increase in parent attendance at parent conferences from 2014-15 compared to first semester 2015-16
- 100% of teachers contacting 100% of their parents each marking period
- Two workshops per month with 10 parents in attendance
- Meet City average attendance benchmark of increase from 79% to 80.1%
- Survey and self-perception data from students, teachers and parents will indicate increased social and emotional health
- Student leadership behavior (e.g. student leadership performances benchmarks)
- 25% percentage points in parents satisfaction with our school on the School Environment Surveys

By June 2016, at least 40.2% of year 2 and 3 students will be on track towards graduation. By June 2016, the 4 year graduation rate will be at least 50.4%

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.

All students are the target population to be served by various services with FLAGS Community School Program. Some specific sub groups are listed below:

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, both with resources within the school and through community partners. 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 Summit
- 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

CSS, in partnership with the school, will assess all students' personalized needs to ensure appropriate programming opportunities are provided within the school day and during Expanded Learning Time (ELT). In-school support for students will be provided through the integration of one or more of CSS's core solutions that provide an integrated focus on academic, social, and emotional learning, such that every student and family has strong relationships with the school community and an individualized pathway to success. Specific student supports implemented may include:

- an evidence-based intervention that supports school transitions by leveraging older students as leaders and mentors for new and incoming students (Peer Group Connection);
- an evidence-based targeted intervention for high needs students that pairs adult school staff with students in one-to-one mentoring relationships proven to reduce problem behaviors and improve academics (Achievement Mentoring).

Working with the principal, SLT, and CST, CSS will identify specialist partnerships to provide comprehensive expanded learning and enrichment opportunities, and mental health services to meet the needs of all students. The school's current partnerships with CBOs will be expanded to supplement ELT provided by teachers for academic support. In addition, CSS and the school will identify and implement additional partnerships to provide ELT academic support in math, science, and ELA that create additional opportunities for students to engage in content and support teachers in developing project-based, engaging instructional practices that can be integrated into curriculum. A mental health partner will be identified in partnership with the assigned Mental Health Manager to provide Social Worker(s) and additional mental health resources for students and families.

Parents and families will be welcomed into the school's Parent Center, which will provide a safe, supportive place for parents to access resources at the school. All parents will be engaged in parent-teacher conferences at designated times during the school year but will also have opportunities to visit classrooms and engage in first-hand experience of their child's academic learning throughout the year. Parents will also be invited to participate in monthly Community School Team meetings, focus groups, and other forums where they can contribute their voices to the conversation and decision-making around the renewal of their schools. Workshops provided for parents, by the Parent Coordinator, CSS, and other community partners, will focus on helping them learn how to advocate for their children.

The Director will conduct a weekly standing meeting with the Principal, Assistant Principal, key staff, and representatives from other CBO partners, to analyze trends in data and case manage individual students. The Director will provide a data summary for the team to review at each meeting. Each team member will also come prepared to discuss key questions and updates in areas of community school work where they are taking initiative. Each week, a selected 2-3 team members will also come prepared to discuss individual students and families to strategize with the team about how to provide improved support using a case conferencing model.

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 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:

- CBOs will 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) (Year 2 for FLAGS), selected 11th and 12th grade students will participate in a daily peer leadership course that is credited. Weekly for 60 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 and training for new teacher advisors will be provided by CSS.
- Additional curricula resources will be obtained through an approved vendor (Connect with Kids) for Advisory Sessions (called PAUSE-Preparing All of Us Socially and Emotionally) and parent education such as media, text focused on social and emotional learning and College and Career Readiness skills like note-taking, study skills. These will be made available through a web-site that is accessible to all stakeholders.
- Teachers’ professional time will partly be used to support students in 1) dedicated mentoring through the evidence-based Achievement Mentoring program provided through CSS. A full curriculum will be provided by CSS. 2) Advisory sessions (PAUSE) for 10th -12th graders (those not involved in PGC). Curricula will be provided by CSS or Connect with Kids. 3) Explicit teaching in College and Career Readiness Skills.
- Additional mental health support providers will be contracted to meet our students’ needs such as university-based social work interns or WEDIKO for extended counseling.

Additional professional development for teachers will be provided through CSS and other identified partners based on areas of teacher need. One example is a Faculty Retreat focused in nurturing social and emotional wellness intended to build commitment to the vision and approaches and to support positive school culture.

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.

A professional development calendar will be developed by August 2015 that utilizes the times identified and confirmed through an SBO for PD (8:00-8:40 AM Mondays and Tuesdays). Additional grade team planning time will also be used to accomplish the adult learning needs to support the Community School's Program and vision for social and emotional learning and ELT.

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)	Grades, past course and Regents failure; IEP and ELL needs	ELT Saturday Academy Achieve 3000 iLearn APEX courses	CCR block, varied	During day, ELT, Saturdays
Mathematics	Grades, past course and Regents failure; IEP and ELL needs	ELT Saturday Academy Achieve 3000 iLearn APEX courses	CCR block, varied	During day, ELT, Saturdays
Science	Grades, past course and Regents failure; IEP and ELL needs	ELT Saturday Academy Achieve 3000 iLearn APEX courses	CCR block, varied	During day, ELT, Saturdays
Social Studies	Grades, past course and Regents failure; IEP and ELL needs	ELT Saturday Academy Achieve 3000 iLearn APEX courses	CCR block, varied	During day, ELT, Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, attendance data, repeat infractions, parent, student and teacher input	Mandated counseling As needed counseling Transition advisement	Counselors, social work interns, CBO partners	During day, ELT, Saturdays

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.
All of our teachers will be engaged in structured, inquiry based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers and resulting in achievement gains for some students. In addition, teachers will benefit from job embedded coaching from expert instructional personnel to guide their professional growth, Teachers will access learning opportunities sponsored by the Superintendent's office to expand their skills. Mentoring will be provided to new staff. Recruitment fairs will be leveraged to locate high quality teachers.

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).
Our curriculum and instructional alignment to the CCLS will be supported by on-going coaching in the adaptation of curricula such as Engage NY. Feedback on the use of coherent lesson and unit planning will support teachers in learning how to refine their practices. This will also ensure students experience rigorous tasks.

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.

Teachers will participate in the selection of Measures of Student Learning (MOSLs) and identify other interim assessments from units of study, This decision-making will occur during the MOSL committee, department team meetings and in sessions with the relevant coaches.

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	169,172.00	x	x
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	x
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,351,452.00	x	x

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) Template

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. **[FLAGS HS]**, 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. **[FLAGS HS]** 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) Template

[School name] , 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>FLAGS High School</u>	DBN: <u>07X520</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: <u>31</u>
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>7</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>6</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: _____ We will provide small group tutorials for all English Language Learners, grades 9-12, in social studies, science and mathematics on Tuesdays and Thursdays after school from 3:15 PM to 4:15 PM. Because we are especially concerned about our SWD ELLs a Special Education general teacher with a bilingual extension will provide instruction after school and two Saturdays a month from 9:00 AM to 12:00 noon. Additionally, a bilingual social studies and a bilingual science teacher will also provide instruction to our ELLs on Saturdays. The focus will be regents preparation since many of our ELLs struggle in this area. The Saturday Academy will meet on January 10 & 24, February 7 & 28, March 14 & 28, April 18, May 9, 16, & 30. The anticipated measurable outcomes of these activities include improved student performance in all content area and language art classes, improved performance on classroom assessments, Regents examinations, and improved scores on the NYSESLAT exam.

Part C: Professional Development

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

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

Begin description here: _____ Because we offer a free standing ESL program and our ELLs are mainstreamed for content area classes Christine Rowland, the ESL teacher will provide a series of 10 workshops to six content area teachers on supporting ELLs in developing academic English for the content area classroom. The workshops will be held two Mondays a month from 2:45 PM to 3:45 PM for a total of ten sessions. The topics of the workshops will be as follows:
Session 1 - Introduction and Overview - Learning Language and Content Together
Sessions 2 & 3- Vocabulary Development Strategies
Sessions 4 & 5 - Reading Strategies
Session 6 - Integrating oral and written language instruction into content-area teaching
Sessions 7 & 8 - Developing written language skills
Sessions 9 & 10 - Assessments (formative, summative, formal and informal).
The teachers will be expected to incorporate the strategies taught into their lessons. By the end of the workshop series, teachers will produce a resource bank of materials they can use in their classrooms.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

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

Begin description here: _____ We will offer two workshops to parents in order to empower them with knowledge so that they can better help their children succeed in school and in the world of work. The first workshop will be held on February 11, 2015 from 9:00 m - 10:00 am. The focus will be "How Can I as a Parent Help My Child Be Successful in High School?" Parents will learn to read and understand their child's transcript and will become familiar with Skedula, an online student progress reporting system used at FLAGS, to monitor students' progress. A light breakfast will be served. On March 26, 2014 the workshop will be held from 4:30 pm-5:30 pm. The topic will be "College Readiness". Our guidance counselors and a bilingual paraprofessional will facilitate the workshops. The sessions will be open to parents and students in order to promote a mutual learning experience. Parents will receive written notification of workshops.

Part E: Budget

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

Allocation Amount: \$0

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

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 7	Borough Bronx	School Number 520
School Name FLAGS High School		

B. Language Allocation Policy Team Composition

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

Principal Leslie Chislett	Assistant Principal Jose Fernandez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Aixa Rodriguez	School Counselor Thomasina Brown
Teacher/Subject Area Patricia Garcia	Parent Francisco Almonte
Teacher/Subject Area Andrea Schoburgh	Parent Coordinator Luisa Dejesus
Related-Service Provider Victoria Carter	Borough Field Support Center Staff Member Mark Weisman
Superintendent Michael Alcott	Other (Name and Title) Ebony Faulk

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	1	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	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)	111	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	27	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	3
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14	3	0	10	1	1	3	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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										11	8	2	1	0
Chinese														0
Russian														0
Bengali												2		0
Urdu														0
Arabic													1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1		1		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)										2	1			0
Emerging (Low Intermediate)										4	1	1	1	0
Transitioning (High Intermediate)												1	1	0
Expanding (Advanced)										3	3	4		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				2										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														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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We currently have 23 ELLs enrolled out of a total of 112 students. Nine out of 23 ELLs are in ninth grade. Since our population is rather transient, this grade level data is constantly changing. Currently, entering level ELLs are in grades 9 and 10. Emerging level ELLs are spread across all four grade levels, with the majority (4 out of 7) students being in grade 9. Transitioning ELLs are in our upper grades and Expanding (Advanced) ELLs are in grades 9, 10 and 11 and 12. None of our ELLs scored at the Commanding level. Three ELLs in last year's graduating cohort (2015) did not graduate and have transferred to other settings (YABCs or Access VR); 2 out of those 3 students are ELLs with disabilities. The spread of performance levels across grades makes it challenging for our small school to program students for their core ELA classes by grade cohorts and standalone ENL classes, but we have worked to meet all requirements of the new Part 154.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
FLAGS uses Annual Measurable Achievement Objectives to document gains in the number of ELLs making progress toward English language acquisition and gains in the number of ELLs achieving English language proficiency, as well as making Adequate Yearly Progress in their core (ELA and math) classes. The data reveals that the majority of ELLs are demonstrating growth in their core classes as well as in their self-contained ENL classes. Some students (approximately 15-20%) score one language level higher on the NYSESLAT each year and reach proficiency annually. However, this number needs to be improved.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a.) The pattern across proficiencies reveals that we have the most newcomer and beginner ELLs in the lower grades, which provides them with the advantage of more time for language learning and advancement before they are required to take Regents Exams. The pattern across grades 9-12 shows that ELLs who take class assessments in English score better than those who take the assessments in their home language. Some have explained that the difference in vocabulary, since they learn the content and words in English, and have difficulty identifying corresponding terms in the home language on tasks that require specificity. A significant number of our students are not proficient in writing and speaking their native language. Additionally, lagging credit accumulation and Regents pass rates across grade and proficiency levels affects primarily beginner and intermediate ELLs at FLAGGS.
- b.) We have not yet used the results of ELLs' Periodic Assessments to determine how to differentiate instruction. Beginning 2015-16, we will assess students using periodic assessments to identify those who are not demonstrating appropriate mastery. From there, we will modify instruction and schedule afterschool or Saturday support programs and other interventions. Depending on the percentage breakdown of students scoring below-passing marks in a ENL class instructional units will be altered to accommodate review and intensive skills instruction in order to address deficiencies in language acquisition, academic vocabulary and to bridge knowledge gaps.
- c.) Although we offer students the choice of taking the baseline and interim assessments (such as the MOSL) and Regents in their native language and/or the use of a glossary few students take advantage of these opportunities. They generally chose to take their Regents in English because they learned the material in English. However, we have provided Spanish translation to allow entry points and culturally relevant explanations on instructional tasks to our ELLs. Our ENL teacher and bi-lingual paras translate vocabulary words, summaries or directions for the students' comprehension where necessary. Spanish may also be used as the language of discussion with a small group of beginner ELLs if this is determined to be appropriate by the ENL teacher and/or the cooperating teacher. Additionally, the native language may be used as the language of presentation (for sharing results, exit tickets etc.) at the discretion of the ENL teacher and/or the cooperating teacher.
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?
ENL teachers ensure that a child's second language development (per the HLIS form, parent and student interviews and conferences conducted by ENL teacher and guidance, student bios, and ATS data) is considered by advocating for the needs of the student to all faculty to whom the student is assigned and by collaborative planning for differentiation in co-teaching partnerships between the ENL and content-area teachers and paras, as well as in forums for staff collaboration such as grade and department meetings and intervention meetings. Methods used to support second language development include professional development workshops focusing on using lexical knowledge, schematic knowledge, syntactic understanding and pragmatic knowledge (especially culturally sensitive subject matter and support) embedded within co-taught content lessons, direct vocabulary, study and literacy skills and literature analysis instruction in self-contained ENL classes. This instruction may include the provision of texts translated into students' home languages either by native Spanish speaking teachers or a variety of online translation services for other home languages at the teachers' discretion. Additionally, co-teaching may occur in a small group instructional setting that groups ELLs together or with native English speakers, or via one-on-one instruction, depending on the ratio of ELLs to general education students present and the format of a particular unit of study.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - 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).
AT FLAGGS, we measure the success of our programs via NYSENLAT scores/pass rates, language level on the NYSENLAT as well as performance on unit and interim assessments such as MOSLs; credit accumulation and Regents passage. We use tracker tools for data analysis (New Visions Data Tool and SKEDULA reports) that assist us in monitoring ELLs' progress. These include marking period grades, Regents scores, attendance rates for each individual student for each school year and provide a means to analyze patterns of performance and determine appropriate interventions and program changes where necessary.

Part IV: ELL Identification Process

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

- 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.

The initial identification process begins with the parent coordinator, who provides parents with all of the documents necessary for matriculation. If necessary and possible, in addition to the Spanish-speaking parent coordinator, the ENL teacher, Assistant Principal or other staff member who speaks the home language of the parent(s) and/or student will act as a translator. If the home language is not represented in our school already, the parent coordinator will contact a DOE translator or DOE-contracted vendor for translation services. The parent coordinator refers the parent to the ENL teacher (NYS Certified in TESOL) if she learns they speak a language other than English, and the ENL teacher conducts a short interview to explain the Home Language Identification Survey, administer the survey, and discuss the possible outcome of the New York State Identification Test for English Language Learners (NYSITELL), which, depending on scoring, may make the child eligible for services. The teacher then explains the nature of this assessment and its use in determining the student's English proficiency level, as well as the three language programs offered (free standing ENL, transitional bi-lingual and dual language). Viewing of DOE ELL Parent Choice video is offered in the appropriate language. The preference of the parent is noted and the chosen model at FLAGS is explained. The ENL teacher will then give the parent(s) an opportunity to ask questions and voice concerns. If the parent indicates that the student speaks a language other than English at home on the HLIS, the NYSITELL is administered within 10 school days in the dedicated ENL classroom and an initial raw score is determined using the most recent memo containing cut scores. The raw score is then communicated to the guidance department. When the student is placed in the appropriate free standing ENL class, a brief home language reading and writing sample is taken to be used as a diagnostic indicator of literacy to inform the use of written native language supports in instruction. If the HLIS lists the student's home language at Spanish, the Spanish LAB exam is administered after the NYSITELL according to DOE policy, to all new entrants whose home language is Spanish at the time of initial enrollment period and testing period (within 10 days). The Spanish LAB is used to guide instructional planning in providing bilingual support and ENL services to these students. Spanish LAB results are not used to determine ELL status or service entitlement.

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).

The aforementioned assessments are used to determine SIFE students. In addition, parent interviews and transcripts reveal where interruption in a student's education may have occurred. Furthermore, an Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. The Oral Interview Questionnaire helps our school and ENL teacher develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

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).

Students that are newly enrolled from within the United States whom have an IEP are determined as NYSITELL-eligible (or not) by Language Proficiency Team (LPT). The LPT in our small school is comprised of our bi-lingual Assistant Principal (who speaks Spanish), bi-lingual guidance counselor, our certified ENL teacher, designated special education teacher, school psychologist and the student's parent or guardian. In most cases the NYSITELL is administered and then the School Implementation Team (SIT) reviews the student's transcripts and IEP and works to devise a comparable service for special education services.

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.

Our ENL teacher and parent coordinator work together to send a letter to the parent to notify them of ENL services eligibility and how his/her child will be served. Entitlement letters invite parents to an orientation session. FLAGS ensures that entitlement letters are distributed in a timely manner by reviewing the RLAT and RNMR reports, mailing letters home and also providing students with copies of entitlement, continuation of entitlement, or discontinuation of entitlement letters to bring home. Copies of these letters with the mailing/distribution date are also photocopied and placed in the students' files in the main office. Lists of students who have received these letters and the mailing/distribution dates are also filed in the main office. Parent Survey and Program selection forms are distributed at the time a parent arrives to enroll his or her child, and again (if necessary) at the ELL Parent Orientation meeting. If the parent does not complete the forms at either of these times, copies are mailed home and provided to the student to bring home and return. Copies of completed forms are placed in the students' files in the main office. All materials are printed in English on one side and in the student's home language on the other (translations done by teachers or staff members who speak the students' home language or using electronic services).

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).

Entitlement letters and conversations with the counselor or ENL teacher are used to help parents understand that they may appeal the student's enrollment in ENL services.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- The ENL teacher, counselor and/or the Assistant Principal holds a brief orientation session for parents and describes the program options. The parents then complete the Program Selection Form. The majority of our students opt for a Freestanding ENL program. We do not offer bilingual instruction at FLAGS because we do not have twenty students in a given language and grade nor do we have twenty students in a given grade opting for a Transitional Bilingual Program. We assure Spanish-speaking parents that Spanish language supports that are provided to their students since most of our ELLs have Spanish as their native language. At the beginning of each new semester, parents are also invited, via phone (the parent coordinator calls the home of each ELL), mail and handouts given to students, to a formal Parent Orientation meeting which takes place at the beginning of each semester. At the orientation, they fill out all of the necessary paperwork not yet completed to be filed in the main office and ENL files.
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.
- After parents are informed of all three program models at the initial parent orientation, FLAGS provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents indicate their program choice. This is usually completed by the parent and signed during the family's first visit to school. If not, the survey is sent home to be completed and signed form within 5 school calendar days. Per DOE policy, if the parent does not return the form within 5 school calendar days, by default, the student is listed as a candidate for a bilingual program. Since our small enrollment has not allowed this type of program to be formed, the student is placed in ENL.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- We document our request for parent program selection by noting this in a spreadsheet that is organized to monitor Parent Survey and Prgram Selection form completion data. Also, the information is entered in the designated screen in ATS (ELPC) as the forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at our school. The Parent Survey & Program Selection Form is retained in the student's permanent record and accessible for State or City audits and reviews.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are made available to us: Entitlement Letter, Non-Entitlement Letter and Continued Entitlement Letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- As stated above, these forms and letters are placed in the student's permanent records.
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 administration begins with an ENL assessment planning meeting in which all pertinent ATS reports are reviewed (RLER, RLAT, RELC) and student lists are generated and reviewed by the ENL teacher, Assistant Principal and assessment coordinator and a schedule is created to determine the days, periods and rooms that will be used for test administration. The ENL teacher collects the students on her list one by one on the day of the modality that's scheduled for assessment. As students complete each modality, their name is checked off on the test-administering teachers' individual list and later, they are checked off on a master list to ensure that the status of each student's exam is clear to all administrators of the NYSESLAT. If a student is not present on a scheduled testing day, he or she is placed on a make up list to be tested on a later scheduled date. The list is given tthe ENL teachers, who then calls the home of the student and informs parents or leaves a message that the student must be present for testing on the make up day. Test materials are stored in the dedicated assessment coordinator's (or AP's) office in a locking closet, and exam booklets and materials are kept in the order in which the students appear on the lists. When all testing is completed, all booklets, answer sheets and materials are compiled and checked against the mater list to ensure that all available and eligible students completed all parts of the exam and that all materials are accounted for. Materials are then packaged and returned.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- We inform parents of the results of the NYSITELL and continued ELL status and entitlement using the NYCDOE standard parent notification letter (in the parents' preferred language): Continued Entitlement Letter.
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).

As stated above in question 6, the majority of our students opt for a Freestanding ENL program. Approximately, 3 out of the 22 ELLs students' parents have requested Dual language programs since their students are beginners and new to the country. While we do not offer bilingual or Dual Language program instruction at FLAGS yet because we do not have twenty students in a given language, we are exploring grant opportunities to begin a Dual Language program at FLAGS as part of our Renewal School strategy.

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.
 - a. ELL instruction is delivered in several different structures. ELLs are placed in self-contained or free standing classes that incorporate data-driven ENL methodologies, co-teaching/push-in model classes that utilize collaborative and/or cooperative instruction and learning to support students within their zone of proximal development. Depending on the number of ELL support minutes that an individual student is mandated to receive, he or she may be placed in a leveled self-contained ENL class and in additional co-taught core classes. The program models that are used at FLAGS are a block model for co-taught content classes and an ungraded model for self contained ENL classes. Beginner ELLs in the same grade move from their self-contained ENL class to their blocked co-taught content area classes with the same group of classmates to receive instruction with ELL supports. However, all ELLs of a particular proficiency level are grouped in an ungraded self-contained ENL class together (to the degree possible) in order to receive appropriate instruction at with accessible balance of rigor and scaffolding. Some of our ENL Free Standing classes are "bridge" classes where two proficiency levels are combined.
 - b. TBE program. *If applicable.*
N/A
 - 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)?
We worked to intentionally provide the required number of minutes for students in ENL and ELA according to new Part 154 requirements. (We do not provide Home Language Arts instruction as we do not offer Transitional Bilingual Programs.) The organization of the staff ensures that all students meet their mandated number of minutes through collaborative teacher partnerships in which an ENL teacher is paired with two or more members of a content area department (ELA, history or science). ALL ELLs meet their mandated minutes through a combination of their daily self-contained ENL class and their blocked content classes, with beginners receiving co-taught content instruction in ELA and social studies, intermediates receiving co-taught content instruction in one or two subjects and advanced ELLs receiving ENL support in addition to their core ELA class with the English Language Arts teacher. Because almost all of our classes are taught in 60 minute daily blocks and we have an Expanded Learning Time schedule as a Renewal School, Free Standing ENL classes and co-taught content classes are each equal to 300 minutes weekly and combined exceed the required instructional minutes for various proficiency levels--540 for Beginners, 360 for Emerging, 180 for Transitioning and Expanding 5 minutes mandated for students at all proficiency levels.
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.

Content area classes for ELLs are delivered through the co-teach/push in model and instruction is primarily in English.

Teaching teams meet twice per week for 90 minutes total in order to plan and modify lessons and assessments, evaluate and grade assignment and discuss target students. Home language supports are provided at the discretion of the collaborating ENL and content area teacher/s or paras; students may receive texts, worksheets, packets, notes or other written materials or verbal instructions/information in their native language (in addition to an English copy) if the instructional pair decides that students' proficiency levels and skills necessitate their use. ENL teachers may also use small-group instruction to lead ELLs in a parallel, high support lesson during content area instruction. The CCLS are the road-map for the selected content. Teachers are provided coaching from the Renewal Team and Writing Is Strategic Thinking with Inquiry (WITSI) strategies are used to build access to complex text and grammatical structures for all students, especially ELLs. These methods are aligned with the Common Core Learning Standards in that all unit plans are developed explicitly around the CCLS or adopted from Engage NY, and target understandings are assessed through learning tasks modeled on Common Core performance assessments. The use of graphic organizers, CCLS text band selections, project-based learning and student-initiated discussion and collaboration factors heavily into planning and instructing in all classrooms at FLAGS, and the ENL department is no exception.

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

Students whose native language is determined to be Spanish are evaluated using the Spanish LAB. As there is no other formal state assessment of initial literacy in any other language, literacy skills are gauged by the ENL teacher in the self-contained ENL class and/or the co-taught content area classes. ELLs' home language literacy is evaluated based on a reading and writing and sample in their home language, as well as informal observations of their skills and use of strategies and approaches to literacy-based tasks.

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

As part of FLAGS's approach to the Common Core Curriculum initiative, ENL teachers aim to have students independently read and annotate texts in their grade band (and appropriate to their proficiency level) daily in each self-contained ENL class. Annotations are evaluated based on a developing school-wide criteria for effective text interaction, and reading comprehension and analysis are evaluated through Common Core and Regents-based questioning and discussion methods, in addition to standard written responses. ELLs are expected to produce independent written responses and compositions, including the statement and evidentiary support of a claim, on a daily basis, and at least one extended writing task is assigned during each unit of instruction (usually between four and six weeks in length), averaging between three and six extended written products per semester depending on proficiency level and class placement. The speaking modality is evaluated both formally and informally on a regular basis through planned small-group and full class discussions that are assessed using speaking rubrics adopted from Engage NY. Beginner ELLs also participate in speaking exercise using that are graded as part of their interim assessments (FLAGS's assessment plan). The listening modality is evaluated informally through ELLs' successful execution of verbally directed tasks, adherence to procedures, the quality of their clarification and discussion/analysis questions and their use of technology as evidence in their formation and support of arguments. Across proficiency levels, formal tasks that require students to listen to a read-aloud and analyze and explain the significance of text passages (from different genres with varying purposes and intended audiences) are included as part of Interim assessments and cumulative unit exams. Teacher-led extended text readings that require students to answer verbal or written comprehension are used.

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

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a.) FLAGS's instructional plan for SIFE includes intensive one-on-one support from the ENL teacher and grade level team. SIFE students are first individually and explicitly debriefed in English and, as necessary, in their home language, on school policy and classroom procedures and expectations. PAUSE Advisors support this transition to our school community. Students and, where available, parents, meet with guidance counselors to discuss school experience, transcripts, alternative education options and program/curriculum outlook for expected graduation date. Baseline assessments and assessments for diagnostic purposes (including a reading and writing sample in the students' home language and/or the Spanish LAB results), in conjunction with the results of the guidance conference, are considered by the ENL teacher to develop a support plan for SIFE students on an individual basis. ENL teacher provides all SIFE ELLs with multi-disciplinary graphic organizers and study strategies and scaffolds, supplemental class materials and directives in the home language, and offer support options before, after school hours as available to provide additional help on school work or logistical/administrative tasks. Finally, all SIFE ELLs are formally invited to participate in FLAGS's Title III ENL literacy and community building after school/ Saturday programs, in order to provide them with

additional credits, instructional time and general academic and social practice.

b.) FLAGS's plan for newcomers includes a guidance conference in which transcripts from home countries and anecdotal evidence of school experience are discussed. In addition to taking the NYSITELL and brief home language diagnostic and placement in a proficiency-appropriate ENL class, ELLs with zero to three years of service are usually programmed into the greatest possible number of co-taught ENL content area classes in order to maximize accessibility to their English immersion experience. They receive one-on-one support from the ENL teachers in their self-contained and/or co-taught content area classes and are placed in an advisory class with an ENL teacher or bi-lingual Spanish teacher to provide support in assimilating into the FLAGS community.

Newcomers who are placed at beginner status receive intensive foundational language instruction in their self-contained ENL classes in order to help them to function and communicate within the school community, and then to develop literacy with the aim of approaching grade-level Common Core Standards and Regents readiness. Newcomers who are placed at intermediate or advanced status are debriefed on school policy and expectations by guidance and/or an ENL team member and placed appropriately according to proficiency and mandated minutes. All newcomers are formally invited to participate in the after school/Saturday programs to supplement their English language learning and community integration.

c.) ELLs receiving service for four to six years are subject to the same programming, evaluation and instructional approaches described above, with the goal of gaining one proficiency level in each of the four modalities on the NYSESLAT; for example, an ELL with four years of service would be considered "on track" if he or she were to improve from beginner to intermediate in the reading

and writing modalities and from intermediate to advanced in the speaking and listening modalities, and/or if his or her score indicated an overall gain from beginner to intermediate status from one academic year's NYSESLAT administration to the next.

Target lists of students who are not "on track" are collaboratively reviewed with ENL teacher at department and grade team meetings for planning of instructional interventions.

d.) Long-term ELLs are determined via the RYOS report and targeted for NYSELLAT and English skills support during an agreed

upon free period during the school day, or, if none is available and it does not interfere with Regents prep, credit recovery, etc., after school, in order to review the exam format and requirements, prior numerical scores in the four modalities and analyze for strengths and weaknesses, do practice questions compose mock responses and identify and hone the skills necessary to earn a proficient score on the NYSESLAT.

e.) Former ELLs are usually placed in general education classes, but may be programmed for co-taught content area classes for

course availability purposes. However, they receive their extended time modifications on all state and school exams and are placed

in testing locations that are scheduled for time and a half with proctors who are ENL teachers. They also have dual language dictionaries at their disposal.

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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.

Paste response to questions here:

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?

Instruction programs used with ELL-SWDs include Achieve 3000 and curriculum-based scaffolds to create access to grade level work. Instructional strategies include chunked passages, multiple close reads, annotation strategies in keeping school-wide initiative

focusing these strategies and active learning. Grade level materials used with ELL-SWDs include translations and teacher-adapted

texts selected with an eye on the CCLS text and, with language and comprehension supports added, such as vocabulary lists

Chart

and

definitions, supplemental visuals, graphic organizers to guide composition and understanding of unit or lesson subtopics, summative

learning experiences that focus on student choice, alternative learning exposition (visual, oral, performance) and real-life applications (in keeping with the CCLS). These strategies and materials provide access to interdisciplinary academic content b giving ELL-SWDs access to the same content material and information as their general education classmates.

- 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?

All students with disabilities are flexibly programmed to ensure they are in the least restricttiven environment. This includes ELLs with disabilities. Therefore, these students often benefit from the push-in collaborative teaching from special educators and the ENL

teacher who co-plan to address varying and unique strengths and challenges, appropriate approaches and access to available resources. In order to achieve IEP goals, the Special Education department maintains and provides accurate IEP information to all teachers of SWDs, in addition to coaching and co-teaching ICT classes. They share, via Google docs, strategies and materials to be incorporated into classes with SWDs and ELL-SWDs in order to provide support where they are unavailable for co-teaching. In addition, the ENL teacher is present at IEP meetings in order to negotiate strategies and participate in the composition process. In order for ELL-SWDs to attain English proficiency, SpEd teachers meet with the ENL teacher as needed in SIT meetings to discuss target students and appropriate the above strategies for literacy progress in order to make sure that students are receiving materials in English that they can access for both content and skills. Both departments also devise testing strategies workshops to help ELL-SWDs attack Regents, Common Core Learning Tasks and the NYSESLAT exam in practice sessions prior to test administration.

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*
TOTAL	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(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. One unit of study = 180 minutes of instruction per week per year.



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

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

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

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

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

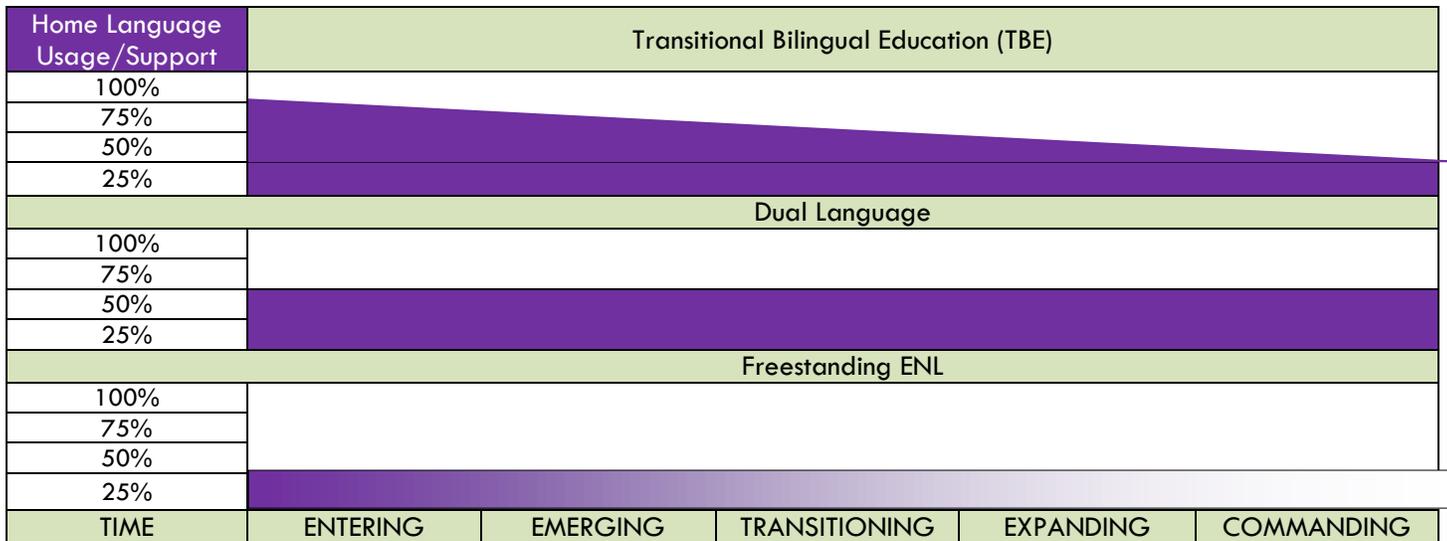


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted interventions for ELLs in the subject areas begin with an analysis of individual scores on NYSESLAT modalities to determine strengths and weaknesses in language proficiency. Classwork, informal observations, interim assessments (Performance Based Assessments) and unit assessment data and feedback from all teachers of each ELL are also considered when constructing an intervention plan. After this review, the ENL teacher, content-area teachers, SPED teachers, grade team teachers working within develop intervention plans for students whose promotion is in question/dange. Often reconsideration of a student's schedule occurs in order to have him or her more appropriately placed in an ENL co- taught class or a SPED ICT class. Additional results of this review may include placement in a supplemental after-school Regents preparation or credit recovery course during ELT, an invitation to the Title III program after school, or the addition of an ENL ELT class to the student's course load if his or her schedule permits. Regents prep, credit make-up and tutoring are available in most the content areas, and students are influenced to attend based on numerical grades, credit accumulation, and anecdotal performance input from teachers.
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 current program is by and large perceived to be generally effective by the FLAGS staff, parents and ELLs themselves, due to the flexibility and wide range of tools and methods employed to ensure ELLs' English acquisition, academic success and community integration. However, due to the school's Priority and Struggling status with the state and AMAO data showing our ELLs not making sufficient progress, we are continually evaluating how well our school serves its large population of ELLs.

Because FLAGS teachers are organized into a variety of groups and teams that focus on the strengths and challenges of different subcategories of students, and because those teams are heterogeneous in their input sources (they include staff and support personnel from different content areas, SPED, ENL, guidance and administration), ELLs and ELL-SWDs are targeted by and receive support and modifications from multiple angles in each of their learning environments. Because the administration conducts several professional development meetings and coaching is available for scaffolding and literacy strategies (close reading, annotation, WITSI) and multiple entry point strategies, and because the ENL teacher are actively included and actively participate in co-planning and supplemental course offerings, ELLs have the benefit of appropriate and supportive instruction in all of their classes, whether they are co-taught by an ENL teacher or not, while still meeting and usually exceeding the mandated number of ENL minutes for their proficiency level each week.

As explained in the RSCEP, to continually improve our students access to rich CCLS-aligned curricula and academic tasks, teachers engage in planning and refinement using student work and data so that diversity of learners, including ELLs, have access to the curricula and tasks and are cognitively engaged. This is evidenced by the following: 1) Department teams and the 9th grade WITSI team meet regularly to systematically analyze student work using required protocols and pre-planned agendas. The teams include general education, special education teachers and our ENL teacher who all collaborate to identify scaffolds for all students, including ELLs and other students. 2) Leveraging the MOSL baseline performance tasks and rubrics and designing MOSL-style interim and unit performance tasks to determine the gaps for student groups including ELLs. The impact of these practices has been implementation of CC and standards-aligned curricula in Free Standing ENL classes, differentiation in ICT classes, integration of CCLS traits in instructional tasks for all students including ELLs and refinement of lesson plans to further emphasize discussion, comprehension of informational texts and justification of reasoning in mathematical problem-solving.

While credit accumulation across grades and sub populations and Regents passage has show incremental improvement at FLAGS, indicating that intermediate and advanced ELLs are earning credit in grade level classes at a similar rate as mainstream and native English speaking students, we know there is much more work to do to service these students and ensure accelerated progress towards graduation. We have applied for and are awaiting a School Improvement Grant from the state that would fund a supplemental ENL teacher to assist us in making our services more robust.

12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year, new programs and improvements include the implementation of a school-wide writing strategies (WITSI), greater emphasis on push-in support in keeping with the Part 154 changes, additional native language supports with new bi-lingual faculty members (paras, Spanish teacher) and Community Schools Grant and Title III funded Expanded Learning Time and enrichment experiences for ELLs afterschool and on Saturdays during Super Saturday.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs as a result of the programming policies upheld at FLAGS, as well as the advocacy of ENL teachers and guidance personnel who are well-versed in ENL compliance and the Chancellor's Regulations. All ELLs receive the same or equivalent content instruction as their mainstream counterparts, as ensured by the collaboration of license content-area teachers with ENL teachers in co-taught classes, with the addition of ENL and native-language support where necessary and effective. We also make sure ELLs are invited to attend after school programs such as clubs, field trips and are welcomed by at least one Spanish-speaking adult or peer leader.

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.

Instructional materials used to support ELLs across proficiency levels and subgroups include classroom libraries of texts chosen with an emphasis on culturally-responsive criteria, accompanying nonfiction texts in both English and home languages to build background knowledge where available, frontloading and contextualizing lessons in both self-contained and co-taught classes that introduce new concepts with visuals, and versions of texts selected by content area teachers that have been modified via translation into home languages, use of a simplified or translated graphic organizers or checklists, or supplementing with home language vocabulary keys, glossaires and summaries. Technology used includes a dedicated ENL laptop carts and identified applications such as Rosetta Stone or Achieve 3000 or myOn with non fiction and fiction text that is adjusted to reading level or translated for students. iLearn resources such as Apex course are available to ELLs for credit make-up and acceleration depending on readiness.

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

As FLAGS only offers an ENL program at this time, native language support is offered most often in Spanish and adjusted according to the needs of each class and sometimes the needs of individual or small groups of ELLs. It is the policy of the ENL department to regard native language support as part of a gradual release model of language acquisition and instruction, such that newcomers, beginners, SIFE and struggling ELLs may receive up approximately 25% of their support in the form of materials and directives translated into their home language at the beginning of a school year or course of study. This ensures that content knowledge is accessible and the student remains engaged and confident in both the teacher's ability to tailor instruction and in his or her own ability to perform at the expected level of rigor. Home language support in Spanish is provided through the support of bi-lingual paras, our Spanish Teacher who is placed in identified classes, push-in, co-teaching support by the ENL teacher all who translate or assist the construction of understanding of content through conversation in Spanish. In addition, the materials mentioned above are used where possible. However, as these ELLs become familiar with classroom procedures, expand Tier 1 and Tier 2 English vocabulary and learn comprehension and analysis strategies during the progression of the course, it is expected that native language support will diminish from full text translations to supplemental vocabulary lists and summaries and finally to minimal infrequent translations upon request. While written and verbal responses in the native language will be accepted toward the beginning of the course, beginner ELLs will be expected and encouraged on a timeline appropriate to their language learning, assessment performance and developing proficiency, to compose and volunteer responses in English, eventually with minimal reliance on the home language to convey ideas and evidence.

To encourage a community atmosphere of diversity, respect and mutual appreciation, home language is an important part of cultural activities and experiences designed to supplement content material, such as those planned for the Title III afterschool and Saturday program, in order to provide the students with a welcoming place to demonstrate cultural pride, communicate in the way that is most comfortable to them and teach others about their home language without detracting from English acquisition during class time. Socialization in the native language during free time, assisting the teacher by translating words and phrases for peers and taking notes or making annotations in the native language are also acceptable, as they do not interfere with language learning and maintain native language skills and vocabulary as English is acquired.

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

ELLs' ages and grade levels inform choices about services, support and resources with regard to credit accumulation commensurate with Regents diploma requirements, the four-year graduation goal, Regents passage and achieving proficiency on the NYSESLAT. Beginners who arrive at FLAGS from the home country in ninth grade are assigned a course load that will allow them to achieve or exceed the mandated 540 ENL minutes while earning the number and breadth of credits appropriate to all ninth graders in NYS for a graduation date with their cohort year if they remain on track. Beginners who arrive at FLAGS having already earned enough high school credits to be programmed as an upperclassmen (eleventh or twelfth grade), may be programmed for two self-contained ENL classes simultaneously in order to satisfy the mandated minutes and offer accelerated English language learning to earn a satisfactory score on the Common Core English Regents, gain at least one proficiency level on the NYSESLAT and keep up with rigorous academic material in content-area classes in order to graduate with the cohort into which they matriculated.

Similarly, advanced ELLs in upper grades who have already taken and passed the self-contained Advanced ENL class are programmed for a core ELA class in order to hone their language skills alongside native English speakers preparing for the Regents. In addition, ENL teachers use their discretion to determine where on the continuum between explicit and intensive support and the

provision of scaffolds independently employed by the student are appropriate at the upper grade levels and with older ELLs, especially for those with whom there is a risk of having to consider alternative programming (summer school, August graduation with cohort, transfer school, or 5th or 6th at YABC) if credit and skills deficiencies are not rectified within the allotted timeframe. The grade level team with administration cooperatively makes decisions about budget, supplies and technology on a case-by-case basis to determine where resources can be focused in order to best help ELLs achieve success; there is no prescribed ranking of priority ELL subgroups at this time.

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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).

Newly enrolled ELLs are assisted before the beginning of the school year through New Student Orientation and outreach by FLAGS's our guidance counselors and parent coordinator, ENL teacher and para professionals. One or more of these sources initiates the initial interview at the time of enrollment and provides relevant logistical information about scheduling, transportation, policies and procedures, and answers questions regarding the same. The New Student Orientation allows students to walkthrough the halls and classrooms at FLAGS, meet some of their new teachers and classmates and become familiar with the learning environment and community of which they are now a part. At the same time, parents are informed via the initial interview and ELL Parent Orientation of the outline of services in our ENL program so that they can provide support and reassurance to their children before the first day of school.

ELLs who arrive during the course of the academic year meet with their guidance counselor and the teacher of their self-contained ENL class after enrollment to acquire this information, ask questions and express concerns. If their parents are unable to participate in an individual orientation at the time of enrollment, another ELL Parent Orientation is planned during the semester after school hours to provide the information and assist in filling out the necessary paperwork so that their child can transition as smoothly as possible.

19. What language electives are offered to ELLs?

Currently, only Spanish is offered as a language elective. ELLs with sufficient experience in schooling in their native language receive a waiver in accordance with NYC DOE Accreditation Policy.

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.)
The Principal, Assistant Principal, ENL teacher and Director of School Renewal make professional development plans for the all teachers collaboratively. Also, teachers contribute to identifying professional growth needs and planning during consultative council and department meetings. At this time, OELL offerings may be periodically discussed and the ENL teacher may volunteer to attend a PD and report her learning to the department or possibly the entire staff.

Our ENL teacher attends between one and three off-site ELL-specific PDs per semester, either individually or in combination. This includes the borough NYSESLAT training PD prior to the test's administration and debrief about procedures and changes to the exam at the following department meeting.

Renewal Team coaches visit weekly with the ENL teacher and other teachers in all departments to engage in inquiry, discuss achievement gaps, plan standards-aligned curriculum, scaffolds and strategies to support ELLs' success.

Additionally, the ENL teacher working with the Principal and Assistant Principal periodically provide on-site training on ELL-specific topics that are relevant to the entire staff such as ELLs vocabulary development and Universal Design.

Paste response to question here:

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?
Professional development around the Common Core Learning Standards is during morning PD or during department planning days with the Renewal Team coaches. Opportunities for FLAGS's ENL teacher to pursue off-site PD on ELL-specific Common Core topics are also available. It is expected that teacher will share PD and house copies of any materials provided in the files on our school shared Google drive for future reference.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our advisory program (PAUSE)O includes a research based program developed at Princeton University and the Center for Supportive Schools called Peer Group Connection. The program targets supportive transition to high school for freshmen through peer advisement. We purposely match ELLs with bi-lingual older peers to service as their advisors twice weekly. A well deisgned program for group discussion and acitivites is used. This is a proven program to support all students socially and emtionally. We place cohorts of ELLs in the same advisory class to work with seniors who also speak Spanish.
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.

N/A

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?

Parents of ELLs are invited to ELL Parent Orientation meeting scheduled after school at the beginning of each semester and on an as-needed basis during the year. Invitations are mailed home and given to students to take home, and refreshments, paperwork assistance and a Q & A are provided to encourage attendance. Parents of ELLs are also invited to all Parent Association meetings and other workshops that include translation support.

Parents of ELLs are also encouraged to attend parent teacher conferences via a targeted call list composed by the ENL teacher and parent coordinator based on students who are prioritized as needing additional support at home in order to succeed behaviorally, academically or both. Parents who are not able to attend parent teacher conferences are invited by the Assistant Principal and/or the ENL teacher to attend an individual conference at an agreed upon time during or after school hours. At this time, a plan will often be developed for how to further effectively communicate between school and home to keep the student in question on track. If a parent cannot report to FLAGS at all, ENL and classroom teachers make and log calls home to conduct parent discussions and provide contact information so that parents can reach them at their necessity.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL Parent involvement has been inconsistent but parents increased engagement is an explicit goals of our RSCEP. This year parents of FLAGS ELLs will be invited to enroll in a twice-weekly hour long adult ENL class during the evenings in response to their expressed interest in English classes.. A core group of approximately 6-8 parents will attend regularly to learn and practice English language acquisition and discuss strategies for supporting their children in learning English and succeeding in school.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The FLAGS Parent Association holds community events to which parents are invited. Our Community Schools grant and (anticipated) School Improvement Grant provides allows us to employ a full-time bi-lingual college advisor and Community Schools Director who guides students and parents through the college application and enrollment process, and provides additional support as needed. WEDIKO provides parent workshops to support parenting skills for parents of ELLs. In addition, a partnership with Connect with Kids has provided us a new website with translated video and resources for parents to use to address social, emotion growth of their students. Astor Services provides mental health support for all students and bi-lingual counselors .
5. How do you evaluate the needs of the parents? Parent needs are evaluated through analysis of the Parent Survey, as well as through the recommendations of the School Leadership Team (SLT). In addition, our parent coordinator and dean of discipline maintain constant communication with the parents of students from all of our various target populations in order to serve the needs of families and foster cooperation of individual parents in our community. ENL teachers reach out to parents at their discretion for positive reinforcement or to report and discuss solutions for academic or behavioral challenges, and they field communications at the request of any concerned parent. To a degree, the parent response to Environment survey informs our efforts to develop in areas they've deem to be in need of improvement. Finally, Parent-Teacher Conferences provide us with valuable insight into individual parent and student circumstances and allow us to create a cooperative approach that meets the needs of ELLs and their parents simultaneously.
6. How do your parental involvement activities address the needs of the parents? These activities address the needs of ELLs' parents by providing them with multiple avenues to communicate questions and concerns and varied sources of information about their child's performance and options. They also increase parents' confidence in the competence and effectiveness of FLAGS's offerings and instruction by demonstrating our unwavering willingness to reflect and reevaluate our problem solving and student advocacy approaches. The Parent Survey provides us with written documentation of what parents are choosing for their children and gives them reassurance that their voices are heard and registered, while the SLT makes considerations for those voices as they pertain to current and relevant issues at FLAGS. Communications between parents and the ENL teacher, parent coordinator, Principal, Assistant Principal and dean maintain open lines of communication for maximum responsiveness to the changing needs of our ELLs and their 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: FLAGS High School

School DBN: 07X520

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)
Leslie Chislett	Principal		10/30/15
Jose Fernandez	Assistant Principal		10/30/15
Luisa Dejesus	Parent Coordinator		10/30/15
Aixa Rodriguez	ENL/Bilingual Teacher		10/30/15
Francisco Almonte	Parent		10/30/15
Ebony Faulk	Teacher/Subject Area		10/30/15
David Evans	Teacher/Subject Area		10/1/01
	Coach		1/1/01
	Coach		1/1/01
Thomasina Brown	School Counselor		10/30/15
Michael Alcott	Superintendent		10/30/15
Mark Weisman	Borough Field Support Center Staff Member _____		10/30/15
	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: **07X520** School Name: **FLAGS HS**
Superintendent: **M. Alcott**

Before you begin, please check the following:

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

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

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

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

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

We use data from the Home Language Survey and information gathered during new student interviews. This information is documented in ATS. Our emergency contact cards include the home language as well.

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.

The vast majority of our English Language Learner's parents have expressed a preference for Spanish communications. There are few exceptions that include parents of students whose home language is Bengali, Arabic or non-English languages from the African continent like Yourbua.

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.)

All parent letters such as the School Opening letter and other letters from the school principal, notices about SLT and Parent Association meetings; flyers with information about school events (such as Saturday programs), parent workshops invitations; parent-teacher conference announcements; student contracts, student progress reports and probation letters; applications and paperwork such as lunch forms, 21st Century grant applications; all mailings required by the Central offices that are available in other languages such as those related to the school's Priority status and Chancellor's Receivership, and health matters, NYC Schools Account online account access; letters

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.

Open School/Curriculum night, Parent-Teacher Conferences, Community Engagement Team, School Leadership Team, Parent Association, Parenting Workshops, English Language Classes, Family Heritage Night, College Access Evening, Peer Group Connect Evening, meetings regarding student behavior or mental health initiated by the Dean, Assistant Principal and counselors; Annual and Tri Annual IEP meetings

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 will translate documents that we create in Spanish by using Google Translate for a first draft. Then the Parent Coordinator who is the LAC will further translate and edit with assistance from the Assistant Principal or school secretary as needed. For other languages we will use pre-translated documents provided by DOE to ensure important documents are given in all home 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.

Translation is provided in Spanish at all school events by various school designees. We will continue to call on the Translation and Interpretation Unit as needed for translation during meetings via parent

conference calls as we have done before. Students will also serve as translators when their parents visit school where the student and parent are comfortable with this practice.

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.)

All requests for translation services will be handled by the Parent Coordinator (the LAC) or Principal. Both understand how to access these services. Faculty has been informed and understand that if a meeting is scheduled with a non English or non Spanish speaking parent, then they are to make a request to the LAC or Principal to arrange for these services. This would be especially important at IEP meetings and other conferences regarding educational planning where parent attendance is essential.

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

In accordance with the Chancellor's regulation, we will distribute related documents at our first parent conferences, and then by mail for parents who do not attend. The posters and Language ID guide are in place at the entry to our school and the security desk.

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)

The school Environment Survey is our main source for parent satisfaction. Anecdotal data is gathered by our parent coordinator and ENL teacher as they interact with parents. An Open Door policy helps us understand the level of satisfaction with these services.