



LIBERATION DIPLOMA PLUS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: LIBERATION DIPLOMA PLUS
ADDRESS: 2865 WEST 19TH STREET
TELEPHONE: 718-946-6812
FAX: 718-946-6825

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100011728 **SCHOOL NAME:** Liberation Diploma Plus

SCHOOL ADDRESS: 2865 WEST 19TH STREET, BROOKLYN, NY, 11224

SCHOOL TELEPHONE: 718-946-6812 **FAX:** 718-946-6825

SCHOOL CONTACT PERSON: APRIL LEONG **EMAIL ADDRESS:** ALeong@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Richard Douglin

PRINCIPAL: APRIL LEONG

UFT CHAPTER LEADER: John Powers

PARENTS' ASSOCIATION PRESIDENT: Ali King

STUDENT REPRESENTATIVE:
(Required for high schools) Menlik Craig and Natifah Cooper

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

NETWORK LEADER: SUMITA KAUFHOLD

SUPERINTENDENT: AIMEE HOROWITZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
APRIL LEONG JOHN POWERS ALI KING BARBARA COOPER CHAUNTIS WILLIAMS MENLIK CRAIG NATIFAH COOPER RASHIDAT BALOGUN RICHARD DOUGLIN ALBERT NICKERSON ANITA CRUZ BERNICE AGUIRRE DELFINA RODRIGUEZ SAMANTHA MCMILLAN	Principal *UFT Chapter Chairperson *PA/PTA President Title I Parent Representative DC 37 Representative, if applicable Student Representative Student Representative CBO/CAMBA Representative Teacher/SLT Chair Teacher Parent Parent Parent Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□ Liberation Diploma Plus High School is a new transfer school that opened in September 2007. What is especially distinctive about our high school is not only the fact that we serve students who are considered to be overage and under-credited in the traditional high school setting, but it is also the mission of LDPHS that speaks to how we are distinctive from other transfer schools. The school symbol is that of the Sankofa bird. Sankofa is an Akan word that means, "We must go back and learn our past to understand who we are today; thereby empowering ourselves to move forward," or "We must go back in order to come through." This "sankofan" concept is our school mantra. Our students must be able to go back and analyze the factors, both external and internal, that caused them to make poor/uninformed choices. We work students through their journey back and provide them the support and avenues to move forward. In moving forward students acquire the awareness that there are consequences to the choices they make. Consequently, staff, students, and their families create a climate where students cultivate the skills needed to evaluate their options so they can make informed, appropriate choices. Our teaching/counseling staff provides academically challenging and socially supportive educational environments to meet the needs of all our students. These nurturing surroundings engage and thus enable students to succeed so that they may reach their goals. Our charge is not to educate and exile, but to educate and liberate. Our mission is to develop the whole student, academically, socially, and emotionally not only from the point from where they are but also from where they were and where they plan to go. Additional distinctive factors are as follows:

- We are also a Diploma Plus School. Diploma Plus (DP) is a Transfer School model started in Massachusetts in which student progress is evaluated through a performance-based system. The Diploma Plus model uses a competency-based grading system and developmental Phases (foundation, presentation and plus) to shape instruction, assess student learning and specify what students need to learn in order to graduate from high school. The DP Competencies emphasize habits of mind and the critical thinking skills that students need to show growth and mastery as they develop content knowledge in New York State Standards across the curriculum. To fully employ a competency-based system, DP schools and teachers must depart from traditional grading systems to a more authentic, project-based system that can be individualized to each student.

- In line with the DP Model, we are incorporating Gateway portfolios to serve as the method of assessment. The portfolio system is an effective tool to create the integrated, relevant, project-based learning environment found to be highly motivational and effective with the Transfer School population. Portfolio assessments measure a student's grasp of concepts over time. Portfolios enhance the assessment process because they help reveal a range of skills and understandings. A portfolio provides a more valuable form of assessment because it helps students, teachers, and parents reflect on the student's progress throughout the academic years- thus creating a "holistic" understanding of the learner. Portfolios are the best assessment tools for a student who is graded using the competency-based system because they capture and measure the process and habits of good learners in addition to the acquisition of content knowledge.

- LDPHS is a Learn to Work site. This program is funded through the Office of Multiple Pathways and provides academic support, career and educational exploration, work preparation, skills development, and internships.
- As a D.P. school, we are a portfolio-based school fortunate enough to receive Gates funding to provide us with on-site coach support and additional capacity to design our own assessment. Our DP coach visits our school once a week and attends our department meetings wherein we write, create, and discuss curriculum scope and sequence. Our coach also meets with teachers individually upon request so that he may offer optimal support.
- We have assisted Diploma Plus in developing DP.Net, a web-based system, to support this process of collecting and sharing data on student performance in competency based instruction. DP.Net also allows teachers to share with other teachers across the DP network nationwide.
- Youth development is strongly incorporated in our school culture. All students attend advisory class twice a week, Our Learn to work counselors/advisors lead the advisory classes and assist students in their emotional and social growth.
- We are partnered with Medgar Evers College to assist in exposing our students to college at the point of entry. Medgar Evers has created a pilot Rites of Passage program for a group of male students and a group of female students. The Rites of Passage program allows students to receive more intense youth development support, get acquainted with college life, sit in on college courses, learn about financial aid etc.
- We have weekly case conferencing meetings that involve the entire staff. We discuss students, share strategies and create individual plans of success for our students.
- Horizons Academy has partnered with us to offer low income students free SAT preparation. Students who participate are automatically offered a summer youth position.
- In order to provide our students as many opportunities as possible to gain credit, we operate in trimesters and offer PM school. Students are also able to go to summer school to recover credits for failed classes.
- Intake Process involves an interview with the student and parent/guardian. During this interview we gather information on the student and the family that assists us in creating immediate plans of action for individual students.
- Based on past experiences with poor DOE/CBO collaborations, LDPHS was intentionally designed to start off with a strong DOE/CBO collaboration. Our CBO (CAMBA) is part of all large staff developments, we meet together as a school for case conferencing, CAMBA is part of the decision making process, and we don't allow students, parents or visitors to see us as two entities. We are all Liberation Diploma Plus High School.
- Our advisors and counselors perform home visits to students who are chronically late or absent. In many cases the home visits gave students and families the extra encouragement they needed to get back on track.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Liberation Diploma Plus						
District:	21	DBN #:	21K728	School BEDS Code:			

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		TBD	TBD	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		74.4	73.33	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60	85.4	83.1		
Grade 8	0	0	0						
Grade 9	63	18	31	Students in Temporary Housing - Total Number:					
Grade 10	80	53	79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	22	50	26		3	2	TBD		
Grade 12	0	51	44						
Ungraded	0	0	0	Recent Immigrants: - Total Number					
Total	165	172	180	(As of October 31)	2007-08	2008-09	2009-10		
					1	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					
(As October 31)	2007-	2008-	2009-	(As of June 30)	2007-	2008-	2009-		

	08	09	10		08	09	10
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	2	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	2	TBD
Number all others	17	19	23				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	10	10	TBD
				Number of Administrators and Other Professionals	4	5	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	1	1	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	57	38	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	0	0	TBD
Black or African American	50.9	47.7	44.4	Percent more than five years teaching anywhere	60	80	TBD
Hispanic or Latino	31.5	28.5	24.4				
Asian or Native Hawaiian/Other Pacific Isl.	3	5.8	5.6	Percent Masters Degree or higher	70	80	TBD
White	14.6	18	25	Percent core classes taught by "highly qualified" teachers (NCLB/SED)	100	97.1	TBD

				definition)		
Multi-racial						
Male	60	52.3	52.8			
Female	40	47.7	47.2			

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes		If yes, area(s) of SURR identification:					
<input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	Improvement Year 1						
<input type="checkbox"/>	Improvement Year 2						
<input type="checkbox"/>	Corrective Action (CA) - Year 1						
<input type="checkbox"/>	Corrective Action (CA) - Year 2						
<input type="checkbox"/>	Restructuring Year 1						
<input type="checkbox"/>	Restructuring Year 2						
<input type="checkbox"/>	Restructuring Advanced						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:	Y		
Math:				Math:	Y		
Science:				Graduation Rate:	Y		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level		Secondary Level			
		EL Math A	Science	ELA	Math	Grad. Rate	Progress Target
All Students				Ysh	Ysh	√	21
Ethnicity							
American Indian or Alaska Native							
Black or African American				Ysh	Ysh	-	

Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient						-
Economically Disadvantaged				Ysh	Ysh	
Student groups making AYP in each subject				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade		Overall Evaluation:	W
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

Note: NCLB/SED accountability reports are not available for District 75 schools.

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

***http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf*

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

What student performance trends can you identify?

This is an alternative high school that serves overage and under-credited students. The school is in its second year of existence. The students enter the school with deficiencies in credit earned, exams passed and poor attendance history. In addition, the vast majority of our student populations are classified as economically disadvantaged.

- Credits Earned

Students earned an average of 10.07 credits for the 2009-2010 year. An average of 18 credits can be earned within the regular school year. This is a reduction from the 14.08 credits that were earned at Liberation in the first year that the school opened.

Credits Earned	Average Credits Earned 2009-2010 After Entering Liberation
Average	10.07

- Performance on Regents Exams

The table below identifies the trend in Regents performance of students

Subject	Regents Average Prior to Attending Liberation	Regents Average at Liberation
ELA	58	67
MATH	55	60
SCI	55	63
Global	46	65
US Hist	49	60

Students enter Liberation with average Regents scores of 58% in ELA, 55% in Math, 55% in Science, 46% in Global Studies, and 49% in US History. After one year at Liberation, the average Regents scores for students are 67% in ELA, 60% in Math, 63% in Science, 65% in Global Studies, and 60% in US History.

What have been the greatest accomplishments over the last couple of years?

Over the last two years, our entire staff has stressed the importance of academic excellence, and provided students with the extra assistance that they need through AIS, PM school and peer tutoring programs to improve students' academic achievement. Our teaching staff has worked diligently on improving student academic achievement by differentiating instruction according to students' needs. One method that has been used to differentiate instruction, and get students involved in assessing their own learning is 'Reflection Fridays.' Our 'Reflection Fridays' are used as a means of identifying individual students' strengths and weaknesses and informing instruction at the classroom level. As a result of the differentiated instruction and other strategies being used in the classroom, students' Regents test scores have improved, over the last three years, on average when comparing their test scores prior to attending Liberation to their test scores at Liberation. (Please refer to the Table above).

Liberation Diploma Plus HS has a welcoming atmosphere. Staff and students are respectful and friendly. There is a sense of community in the school that we will continue to emphasize through building wide activities. All occupants of the building (administration, staff and students) contribute to the positive school climate that prevails. Our advisors and counselors perform home visits to students who are chronically late or absent. In many cases the home visits gave students and families the extra encouragement they needed to get back on track.

Our advisory classes have been an integral piece of our school culture that has contributed to the development of positive peer and adult-student relationships. We have implemented an advisory structure that serves all students. Regular advisory sessions are scheduled, and provide a setting in which students develop connections to a key adult who holds high expectations for them, monitors their academic progress, and helps them navigate through high school and prepare for post-secondary education and careers. Our advisory classes address youth leadership, self-

determination/perseverance, mutual respect, and the ability to resolve disputes (as well as other topics).

Parents/guardians continue to be very supportive in assisting us with our school wide celebrations and activities, i.e. Parent Appreciation Night, Awards Ceremonies, School Spirit Activities, etc.

What are the most significant aids or barriers to the school's continuous improvement?

One of the biggest barriers that we face are the metrics that are being applied to transfer high schools, which do not take into consideration that alternative schools have a limited time during which to achieve the same standards as in regular high schools. The students show improvements in attendance and in academics since their entrance to our school, but the 4 year cohort requirements are not reflective of the work that the school puts forward. Other Barriers we encounter are those that are typical with our population. The age factor and other family obligations our students face make it difficult for them to remain consistent in school. The family obligations of some of our older students are very salient as many of our students are from economically disadvantaged families and are required take more responsibilities in their homes. We are constantly meeting with students and parents trying to come up with ways in which we can support them. Being a very small school can be challenging because of the lack of resources and staff .

In addition, the provided accountability tools by the city and the state do not coexist as one whole system that allows us to track performance and history of the students using one software application. In order to access the pertinent student information needed to analyze student progress, the school must manipulate information from multiple sources. Liberation created a data system that allows the administration and the staff to address students' needs in a timely fashion and differentiate instruction. We are continuously improving our ability to use data to inform instruction and set measurable objectives.

In year one we saw a total of 100 parents/guardians attend our first open school night and noticed a decline of 50% in year two. We contacted many parents and spoke to students in regard to the reasons why they did not attend. Many parents reported that work schedules or younger children prevented them from being able to attend open school night this year. While many students expressed their parents said they would depend on the school contacting them if there were any "problems." We are very eager for parent support and feedback as we continue to shape the culture of our school. The challenge of serving students in a transfer school is that our students are older in age and parents tend to express that their children are old enough to make their own decisions and thereby are more reluctant to consistently stay involved in the school.

Despite these difficulties, the school has several assets that will allow us to continue to provide high quality education to our students. Liberation has a dedicated staff and 100% of our teachers are highly qualified. We are also a Diploma Plus School. Diploma Plus (DP) is a Transfer School model started in Massachusetts in which student progress is evaluated through a performance-based system.

The Diploma Plus model uses a competency-based grading system and developmental Phases (foundation, presentation and plus) to shape instruction, assess student learning and specify what students need to learn in order to graduate from high school. The DP Competencies emphasize habits of mind and the critical thinking skills that students need to show growth and mastery as they develop content knowledge in New York State Standards across the curriculum. To fully employ a competency-based system, DP schools and teachers must depart from traditional grading systems to a more authentic, project-based system that can be individualized to each student.

In line with the DP Model, we are incorporating Gateway portfolios to serve as the method of assessment. The portfolio system is an effective tool to create the integrated, relevant, project-based

learning environment found to be highly motivational and effective with the Transfer School population. Portfolio assessments measure a student's grasp of concepts over time. Portfolios enhance the assessment process because they help reveal a range of skills and understandings. A portfolio provides a more valuable form of assessment because it helps students, teachers, and parents reflect on the student's progress throughout the academic years- thus creating a "holistic" understanding of the learner. Portfolios are the best assessment tools for a student who is graded using the competency-based system because they capture and measure the process and habits of good learners in addition to the acquisition of content knowledge.

As a DP School, our teachers also receive continuous professional development and mentoring in the utilization of the Diploma Plus Model. Teachers meet with the Diploma Plus coach weekly to work on curriculum development and utilization of authentic assessments. In addition, teachers attend the intensive Diploma Plus Institute where they were introduced to curriculum writing and implementation of the Diploma Plus Model. The development of lesson plans is based on the Diploma Plus Template which uses competencies to assess student growth.

We also have weekly case conferencing meetings that involve the entire staff. We discuss students, share strategies and create individual plans of success for our students.

Liberation HS also partners with Medgar Evers College, and plans to forge relationships with other colleges, to introduce our students to higher education and provide mentoring as a means to encourage students to accumulate credits, pass examinations, and graduate high school and apply to college. For instance, Liberation HS has students who participate in the College Now program at Medgar Evers, which offers students a chance to earn high school and/or college courses while attending a college campus.

Medgar Evers College also provides mentoring programs (the Male Empowerment and the Female Empowerment groups) that are specifically beneficial to the economically disadvantaged high school students. The empowerment program is designed targets disadvantaged students to help them realize that they have choices and the power to control their future in a positive way. One way in which they do this is to present college to them as a realistic possibility and strive to graduate from high school.

Liberation also provides other services that are geared towards preparing students for college. As a Diploma Plus school, Liberation HS mandates all students to participate in post secondary preparation before they graduate. Students are exposed to college at point of entry. In addition, students in the 'Plus Phase' are scheduled in Advisory classes which focuses on students choosing colleges to which to apply, completing college applications, and applying for financial Aid and going on college trips.

These activities are designed to motivate at-risk, economically disadvantaged, students to succeed in high school and attend and graduate from college. Majority of our student population are from economically disadvantaged families and come from neighborhoods in which they have a lower level of exposure to college than students from more economically prosperous families or neighborhoods. The constant exposure of our students to college through a combination of mentoring, College Now, college trips and advisory is very valuable to our student population. These programs are designed to motivate students to accumulate credits, pass examinations, and apply to and achieve success in post secondary institutions. Liberation HS plans to continue these programs and eventually enter more partnerships with post secondary institutions as a means of helping our students achieve academic success.

Another important piece of our Diploma Plus model is developing a cultural responsive environment. The role of cultural responsiveness in our school is to promote equity and increase greater access to opportunities, goods and services for all within the community and beyond. We are developing a school culture that explores, respects and responds to the race, ethnicity, sexual orientation, gender-

identity, religious beliefs, class, physical and mental ability, language, etc. of all those that interact within our school community. Our teachers have responded to this call and have developed social justice classes, and are investigating other culturally responsive materials to incorporate in their classes. LGBT organizations have come in to work with our students, we are partnering with a CBO to assist in running our LGBT groups and a number of our staff has attended workshops on teaching tolerance. Furthermore, our staff is committed to learning and responding to personal and group identities and cultures of our students. In order to fully accomplish we are structuring opportunities to build knowledge, skills, and awareness of issues of diversity, cultural responsiveness and their implications for teaching and learning; and we are providing experiences for staff to explore their own notions of the impact of group identity and privilege.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
To increase PM school attendance from 15% to 20% (an increase of 5% percent) by June 2011 in order to improve student chances in accumulating more credits and being promoted.	To increase PM school attendance by five percent in order to improve student chances in accumulating more credits and being promoted.
To increase parental involvement in PTA meetings, school events and individual meetings from 25% to 35% (increase by 10%) by June 2011.	To obtain at least 35% parental involvement in PTA meetings, school events and individual meetings by June 2011.
To use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort K, who do not transfer or prematurely leave the school, get promoted by August 2011.	To use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort K, who do not transfer or prematurely leave the school, get promoted at least 1 grade and or graduate by August 2010.
To obtain a Performance Index score that is greater than 100 in Mathematics for the traditional M Cohort by August 2011.	To obtain a Performance Index score that is greater than 100 in Mathematics for the traditional M Cohort by August 2011.
We will continue to use staff development to improve the school's effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least four professional developments, on creating culturally responsive communities, by the end of the school year (June 2011).	We will continue to use staff development to improve the school's effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least four professional developments, on creating culturally responsive communities, by the end of the school year (June 2011).

- **To Increase PM School Attendance**

Liberation HS is a transfer school that serves a population of over aged and under-credited students who are mostly economically disadvantaged. Therefore, improving credit accumulation is one of the main goals that we aim to accomplish. PM School is an integral part of our program and provides an opportunity for our overaged and undercredited students to earn up to four extra credits in a school year. During the 2009-2010 school year approximately 15% of the student population attended PM School. Therefore, our goal is to increase PM school attendance by five percent in order to improve student chances in accumulating more credits and being promoted.

We will create a PM school structure that will support students' individual needs. Students will have the opportunity to attend PM schools on Mondays and Wednesdays, and/or Tuesdays and Thursdays. In addition, we will provide educational software such as CLASS.com and Rosetta stone to give students the opportunity to recover credit during PM school.

Advisors will counsel students individually and set up individual education plans that will outline a pm school schedule where needed. We will also do parent outreach to educate the parents/caregivers in regard to the importance of pm school. Our guidance counselor will also be on site during pm school to offer emotional support. Student work will be monitored by the subject teachers in the Credit recovery classes, and provide regular instruction in the other regular PM school classes. Students needing extra support in competency attainment, regent prep, and subject mastery will also be programmed for PM school.

- Increase Parental Involvement

Members of our SLT evaluated the school's Learning Environment Survey for 2009-2010. In their findings they realized that there was a response indicating that 45% of parents selected the option of PTA meetings and 50% selected mailings to receive information about their children. The SLT looked at the PTA and event sign in sheets of the past year and also realized that there was a consistent participation rate of 25%. Members of the SLT discussed the importance of more parental involvement at PTA meetings and in the school at large.

The school has set a goal to obtain at least 35% parental involvement in PTA meetings, school events and individual meetings by June 2011. The school will employ a number of strategies to accomplish this goal. Strategies include, but are not limited to, student incentives (for parents who participate), parent incentives such as tickets to various activities, prizes and awards. Parents will also be encouraged to attend student award ceremonies, holiday shows, family nights, and parent appreciation ceremonies. In addition to parents attending functions, parents will be asked to volunteer their services at school events.

The parent coordinator will work alongside members of the PTA and SLT to produce parent newsletters that will inform parents of all activities. The newsletter will also include upcoming workshops designed for parents on topics such as college applications, health and fitness, and parenting skills. The newsletter will also include reminders and updates designed to encourage parents to attend all PTA meetings to voice their opinions.

- Improve Academic Achievement of Cohort K

On October 31, 2010, 63% of students in Cohort K did not earn enough credits to be promoted to the 12th Grade. In addition, the other 37% of students in Cohort K who were in the 12th grade and failed to graduate as of August 2010 were students at Liberation for at least one year. Therefore, improving credit accumulation and Regents scores are the two main goals that we aim to accomplish. We will use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort K, who do not transfer or prematurely leave the school, get promoted at least 1 grade and or graduate by August 2010. The Target Population for improving credit accumulation consists of all the students in Cohort K who were on the register as of October 31, 2010.

In order to accomplish this goal, the school uses a combination of several programs such as PM school, independent study courses, and summer school. There are also other ongoing programs which are designed to help students to balance their social emotional development and their

academic goals. These programs include AIS, case conferencing, advisory, Inquiry Team and collaborations with CBOs and colleges.

Students who are deficient in credits earned are offered PM classes in addition to their, full, regular schedules. PM School is also offered in subjects for which there are not sufficient seats in classes offered during the standard school day. This ensures that students are able to take the specific classes that they need to fulfill their graduation requirements. Classes that are needed are identified by the guidance counselor and the program chair. PM classes are assigned twice per year as needed (first in September, and second, in late February).

Summer School is offered to all students. Both credit recovery and newly assigned courses are offered during the summer. Courses that are needed are identified by the guidance counselor and the program chair. Classes are assigned for the months of July and August. Students are able to take newly assigned and/or credit recovery courses.

Independent Study will also be implemented each term and will be supervised by the independent study coordinator. Courses are created using a combination of New York City Department of Education approved educational courseware and course work designed by our teachers or the district. Credits will be awarded for each course after the student successfully completes the required hours and assignments in the course.

There is also periodic review of student grades on midterm progress reports and end of term report cards to identify students who are in danger of failing courses. The administration in collaboration with the Inquiry team and the career advisors analyze student performance and advisors conference with students to create Individualized Learning Plans (ILPs). Student ILPs contain both academic and social-emotional goals that are set by the student with the assistance of the career advisor.

All teachers and advisors attend weekly Case conferencing. Case conferencing is used to share collect and share information about students' academic strengths and weaknesses; and used this information to place them in the appropriate classes and provide academic intervention when necessary. This case conferencing time also allowed teachers to share best practice scenarios and student recommendations which led to the creation of our ILPs.

Besides helping students to write ILPs, advisors also conduct advisory classes 2 periods per week. The advisory period is instrumental in helping to improve credit accumulation. The curriculum was created by our advisors with the assistance of Educators for Social Responsibility and was designed specific to our population. Advisory classes are also designed to assist students in keeping track with graduation requirements.

The parent coordinator is also instrumental in helping to keep parents informed when students are having academic difficulty. The parent coordinator communicates with the Inquiry Team in respect to students' academic progress, and sends periodic updates to parents between marking periods.

- Improve Math Regents Scores

Liberation HS will strive to provide students with an intensive high quality education in mathematics. The goal is to obtain a Performance Index score that is greater than 100 in Mathematics for the traditional M Cohort by August 2011. The target population for this goal consists of all students who are in the M Cohort. This includes students who are retaking the exam to improve their scores, as well as students who are taking the exam for the first time.

The major strategy will be to identify students who are in need of AIS services in mathematics. This group of students will include students who performed below standard in standardized mathematics examinations and students who are doing poorly in their mathematics classes. These students will be

mandated to attend AIS classes, in addition to the regular mathematics classes on their programs. Individualized tutoring will be the main methods of delivery of service used during AIS period. The resources that will be used include worksheets from Jmap, and edhelper.com, the Algebra Guide, and RCT Prep textbooks and Interactive programs such as Brainpop.com.

During the AIS periods, instruction will be differentiated according to individual student needs. The Mathematics teachers will use data collected on the students, from the Inquiry Team, to design the instructional program for the students. One major factor that will be considered in differentiating mathematics instruction is the type mathematics examination for which the student is being prepared. Students taking the Algebra examination in June will be given different resources and materials than students who will be sitting for the final offering of the Math A examination in January.

Teachers will also analyze students' previous Regents examinations and identify topics and competencies in which students require help. This will allow teachers to differentiate instruction for these students based on their prior performance on each of the topics and skill sets.

Besides placing students in AIS, some students, whose records show that they had minimal or no success in high school mathematics, are placed in 2 math classes (1 foundation class in the morning, and 1 presentation class in the afternoon) on their regular schedules. Other students are given 1 mathematics class during the regular school day, and 1 in PM school. This allows these foundation level students to acquire the basic mathematics skills in one class, while they are developing presentation level competencies in the other class. Therefore, they will be better prepared to take the Regents examination in mathematics.

In addition, students who have not been identified as needing AIS in Math, but are still required to sit the exam, will receive the instruction that they need in their regular Math classes for which they are scheduled on their regular academic programs. The Mathematics curriculum used in liberation HS is created using 'backwards design,' therefore, the courses are written based on the competencies that are aligned with New York State Standards for Mathematics. This includes all the topics and competencies in which the students must show proficiency on the mathematics Regents examinations such as applying Pythagorean Theorem, graphing, solving and writing equations, and interpreting and answering word problems.

- **Increase Our Efforts in Becoming a Culturally Responsive Community.**

The staff at Liberation Diploma Plus High School is representative of the student population and is committed to creating an environment of social justice, equity and multiculturalism. In order to achieve a culturally responsive culture all staff must receive structured opportunities and professional development that will equip them with the knowledge and skills to support students in achieving access to greater opportunities, goods and services within the school community and beyond. Before staff can impact students they themselves must become aware of issues of diversity and cultural responsiveness and they must be able to analyze the implications of teaching and learning. Staff must be challenged to explore their notions of the impact of group identity, privilege and institutional racism.

We will continue to use staff development to improve the school's effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least four professional developments, on creating culturally responsive communities, by the end of the school year (June 2011).

Professional Development from experts in the field will provide staff with the must needed support to tackle difficult subject matter and will force the "hard" conversations about how institutionalized racism has played a role in our classrooms and educational system. Literature and current research on social justice, diversity, and cultural responsiveness will be incorporated in our Liberation Book Club to

further support our staff with the tools necessary to move our school forward in becoming a culturally responsiveness community.

In addition, Liberation will encourage distributive leadership among the staff. The Inquiry team will be used to foster capacity building and leadership development strategies in the school. The inquiry team, which has a representative from the four academic departments of the school, will elicit ideas and resources from the non-inquiry team members of the school, discuss the ideas, and share the ideas and best practices with all of the departments. This will give each department an opportunity to be engaged in the school decision making processes and develop as teacher leaders.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase PM school attendance from 15% to 20% (an increase of 5% percent) by June 2011 in order to improve student chances in accumulating more credits and being promoted.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>* Create a PM school structure that will support student individual needs. * Counsel students individually and set up individual education plans that will outline a pm school schedule where needed. * Educate the parents/caregivers in regard to the importance of pm school. * Have our guidance counselor on site during pm school to offer emotional support. * The administration will incorporate online programs such as CLASS.Com to provide students the opportunity to recover credit during PM school. Student work will be monitored by the subject teachers. * Students needing extra support in competency attainment, regent prep, and subject mastery will also be programmed for PM school.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Educational Software for Class.com including NYSTL software funds. Title 1 and Title 1 ARRA funds to support pm school per-session. NYSTL text funds to purchase texts</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • PM school grades and attendance will be reviewed at the end of the first term to determine the effectiveness of the program and make necessary changes for the second term • Case Conferencing (including all staff members) will be used to discuss individual student progression (Weekly) • Individual Learning Plans will be developed by students

	<p>in consultation with their career advisors and reviewed at the midterm and end of term intervals.</p> <ul style="list-style-type: none"> The guidance counselor in collaboration with the attendance team will analyze student attendance on a weekly basis and follow-up via parent phone calls and student conferences
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Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parental involvement in PTA meetings, school events and individual meetings from 25% to 35% (increase by 10%) by June 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The parent coordinator in consultation with the administration will implement several programs and incentives including: • student incentives---for parents who participate • Parent Incentives • Parent Recognition Awards • Saturday breakfast meetings • Buddy system and phone-call-chain to improve participation rates of parents • Father/son picnic • Mandated meetings • Student Award Ceremonies and Shows • Family nights • Shows, holiday celebrations, parent appreciation, newsletter, workshops</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Food • Printing Supplies • Incentives • Printing material • Postage Funding sources will include dollars set aside for parent involvement coming from Title 1 SWP and TL Parent Involvement. Additional dollars will be spent from Title 1 ARRA.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Monthly PTA Meetings Attendance Attendance at School Events Number of Parents Volunteers Logs of individual parent meetings Logs of Parent Conferences via telephone

Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • To use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort K, who do not transfer or prematurely leave the school, get promoted by August 2011.
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The administration in collaboration with the Inquiry team and the career advisors will analyze student midterm progress reports and earned credits at the end of each term, inform parents and students of their progress, and help students create Individual Learning Plans to meet their goals. • Independent Study will be implemented each term and will be supervised by the independent study coordinator and assigned based on students' needs and abilities. • The administration will organize the school by trimesters will give students the opportunity to gain more credit over the period of one year and also allow students a quicker turn-around time to repeat a failed course. This will be implemented at the beginning of the year and the terms will be indicated in the school's calendar. • PM School will be offered in subjects for which there were not sufficient seats in classes offered during the standard school day. Classes that are needed will be identified by the guidance counselor and the program chair. PM classes will be assigned twice per year as needed. (First in September, and second, in January). • The administration will incorporate online programs such as Class.com to provide students the opportunity to recover credit. Student work will be monitored by the subject teachers. The credit recovery will be formally implemented by the third term for students at risk of not being promoted. • Summer School (Credit Recovery) will be offered to all eligible students. Classes that are needed will be identified by the guidance counselor and the program chair. Classes will be assigned for the months of July and August.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Summer School Staffing - Funding Source is our Contract for Excellence money. PM School staffing will be funded with with dollars from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding. Cost for the online assisted program (Class.com) will be funded with dollars from our TL Fair Student Funding.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Staff meetings will be used to discuss academic progress of students. • Case conference meetings will be used to discuss academic progress of individual students. • Individual Learning Plans are developed, and revised when appropriate (Midterm & end of each Term) • Student Progress Reports are distributed at midterm intervals, and report cards distributed at the end of each term • January and June Regent results will be analyzed to measure progress

Subject Area**Math**

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To obtain a Performance Index score that is greater than 100 in Mathematics for the traditional M Cohort by August 2011.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The Inquiry Team will analyze students' prior data and provide the math department with the data, which they (the Math Department) will use to differentiate instruction during the first and second terms. • The math teachers will use the common Planning time, built into teachers' daily schedule from September, to share resources and cooperatively develop and differentiate curriculum to meet student needs (ongoing). • The parent coordinator, career advisors, and assistant principal will use the progress reports and to inform parents at midterm intervals of every term • Math teachers will implement small Group and individualized tutoring (Mon-Thur) built into teachers' daily schedule from September • All teachers will disseminate best practices share best practices during department meetings and other general meetings (Ongoing) • Student progress will be analyzed and plans will be adjusted after the 2010 January Regents Examination Period. The Inquiry team will also analyze students' January Regents examinations and identify topics and competencies in which students require help. Information will be used to create new curriculum for the Third term. In addition, the information will be used to target instruction to students' deficit areas during the remainder of the second term. • Students who are failing classes or have failed to score at least 65% on the January Mathematic Regents will be given a performance test before the third term to identify competency areas in which they are not proficient and inform decisions about which math classes they will take in the third term. • Students will be placed on Castle Learning to gain support in preparation for the math regent exam.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Staffing for PM classes will be funded with dollars from from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding</p> <ul style="list-style-type: none"> • Inquiry Team Meetings per session with dollars earmarked for inquiry team and TL Fairs Student Funding • Professional Development materials will be funded with dollars from Title 1 SWP • Teachers meet with the Diploma Plus coach weekly to work on curriculum development and utilization of authentic assessments will and be funded with dollars from Title 1 SWP and Gates Grant money. • Online programs/software such as Castle Learning will be purchased with dollars from TL Fair Student Funding and TL NYSTL software.

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Staff meetings will be used to discuss academic progress of students. • Case conference meetings will be used to discuss academic progress of individual students. • Individual Learning Plans are developed, and revised when appropriate (Midterm & end of each Term) • Student Progress Reports are distributed at midterm intervals, and report cards distributed at the end of each term • January and June Regents results will be analyzed to measure progress
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Subject Area

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will continue to use staff development to improve the school's effectiveness in utilizing the Diploma Plus Model in youth development by working collaboratively to create a Cultural Responsive Community. Teachers and support staff will attend at least four professional developments, on creating culturally responsive communities, by the end of the school year (June 2011).</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • All staff will participate in intense professional development on topics including but not limited to prejudice, discrimination, racism, institutionalized oppression, systematic oppression, and internalized oppression. • Teachers and support staff will receive a series of on-going small group professional development to provide the individual support needed to receive the tools in becoming a culturally responsive community. • The administration will create the Liberation Book Club that will involve all teachers and support staff. The Liberation Book Club will be divided into groups and each group will be assigned a chapter to read in each book. Groups will create summaries for the assigned chapter. Each group will then present their assigned chapter, 4 weeks after each book is distributed, and this is how the staff will learn about the entire book (jigsaw method). • Staff will be asked to read each book asking "what does this mean for us at Liberation in becoming a culturally responsive community?" • Books will include but are not limited to Pedagogy of the Oppressed, Teaching to Transgress, Other People's Kids, All Gods Children, Black Pain, Wounded by School, Culturally Responsive Education. • Staff members will receive a copy of each book for their personal libraries. • Three school-wide professional developments on creating culturally responsive communities will be conducted by the end of the second term.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Per-session will be paid for all pd outside of the mandated school day via TL Fair Student Funding. • Outside consultants will be brought in to work with teachers in the areas of youth development, culture building, etc. via Gates Grant money. • Purchase books and materials for each staff member with dollars available in Title 1 SWP OTPS, and Gates Grant money.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers and support staff will attend at least four professional developments. • Staff will create summaries of each book and for each book staff will chart the implications the book has on Liberation becoming a culturally responsive community. • Staff assessments and feedback will be on-going and teachers will begin to apply cultural responsive approaches to curriculum development. • Professional Development Calendar. • Teacher/staff reflections on Growth/Progress and Needs at the end of terms 2 and 3. • Review best works from the humanities courses at the end of each marking period. • Discussion of teacher leadership opportunities and sharing of best practices & teaching resources interdepartmentally, will be included in the monthly staff meetings and during the staff meetings with the DP Coach. The inquiry team will also report its findings to the school during the staff meetings.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. *Note:* Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	3	2	1					
10	6	17	8	12				
11	1	10	2	9				
12	4	7	6	11				

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. The teachers will use sustained reading and facilitating with targeted literacy skills Tactics (7 Habits of Effective Readers). In addition, teachers will utilize essay templates for formal, organized writing. Regents/RCT application exercises will also be taught. During the regular school day differentiated instruction will be used and education software such as Aventa Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Mathematics:	<input type="checkbox"/> One-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. The resources that will be used include worksheets from Jmap, and edhelper.com. Interactive programs such as Brainpop.com will also be utilized. In addition, the Algebra Guide, and RCT Prep textbooks will also be utilized. During the regular school day differentiated instruction will be used and education software such as Aventa Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Science:	<input type="checkbox"/> Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as SkillsTutor, and Regentsprep.org will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Aventa Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Social Studies:	<input type="checkbox"/> Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:30-9:00 am) for A.I.S. Interactive programs such as SkillsTutor, Regentsprep.org, and the C-Span website will be utilized by the teacher to facilitate instruction. In addition, worksheets and the American Journal textbook will be used to assist students in developing the necessary skills needed to answer short answer, and DBQ questions. During the regular school day differentiated instruction will be used and education software such as Aventa Learning will be used as reinforcement for students in need of additional assistance.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> AIDP counseling: group and individual counseling regarding academic issues. Attendance outreach is also conducted by the guidance counselor.

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Number of Students to be Served:

LEP

Non-LEP

Number of Teachers

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs

implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

—

School:
BEDS Code: 332100011728

Allocation Amount:		
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) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

Using the DOE's translation services we translate documents as needed to our school community. We also keep the translation phone services open as an option during open school nights. Our diverse staff has contributed to our ability to have on site translators available as needed. Spanish, Creole, Russian and Chinese are among the languages spoken by several staff members.

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

□

Based on language surveys and data gathered at our intake interviews we have found that the majority of our families are able to speak and read English. We have a new Chinese speaking family that requires translation and we have two new Spanish speaking families that require translation services.

Part B: Strategies and Activities

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

□

- Documents will be sent out to our DOE Translation Unit and we will have the documents translated in Spanish, Chinese, Creole and Russian. Documents will be ready for our next intake. Staff and parent volunteers will assist in translating documents with less turn around time. The parent coordinator will ensure that newsletters are translated in the languages of our non English reading parents. Critical information that will be available in Spanish, Chinese, Creole and Russian include, but are not limited to include: intake documents; health (as needed) ; information on conduct, safety, and discipline; special education and related services; and conduct; and transfers and discharges.
- As per Chancellor's Regulations: In the case that the translation and Interpretation Unit, our school or an outside vendor is unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face

of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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

□

- Oral interpretation services will be provided in house by staff members and parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

- Where necessary parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>.

- There is a large translation sign that informs parents of the availability of translation services located at the entrance of our building.

- Our safety plan contains procedures to ensure parents in need of language assistance will not be prevented from reaching the school's administrative offices because of language barriers.

- If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations.

- We will direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services (as needed).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	197,254.	10,375.	207,629
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,973.	104.	2,077.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,863.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	19,725.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with

parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Partners in Excellence
Parent Involvement Policy
2008-2009

The Liberation Diploma Plus High School Parent Involvement Policy reflects the philosophy of the New York State Education Department, The New York City Department of Education, and District 8 with respect to promoting the achievement of every child.

This Parent Involvement Policy, developed jointly with parents of participating students, Parent association leaders, school volunteers and school staff incorporates the goals of the Liberation DP High School. The parent Involvement Policy will be disseminated to all parents during the point of intake. The annual review of the parent involvement policy occurs in June.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the in-school Parent Organization.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include topics such as: Youth Development, College Planning, Literacy, Reading, and New York State/City Assessments.
- Regular written communication reflecting on-going day to day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops will be held to review individual student data and the annual School Quality Review and Schools Report Card.
- The School will encourage parents to share in student success through attendance at Community Meetings and other school events.
- Parents will be provided a District approved “Code of Behavior”, and will review the code and have students adhere to its principles.

- Parents will provide a quiet setting at home for students to complete homework; and will encourage students to read at home each day for at least 30 minutes a day.
- Parents will communicate with their child’s Teachers and Advocate Counselors regarding educational needs through:
 - Review of student homework on a daily basis.
 - Attending regularly scheduled Parent/Teacher/Advocate Counselor conferences.
 - Meeting/communicating with Teachers and Advocate Counselors throughout the school year to keep apprised of ongoing student progress.
 - Parents and community will be encouraged to volunteer in the school.
 - The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
 - A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of students of Liberation DP High School.

I, _____ parent/guardian of _____,

have received a copy of the Partners in Excellence Parent Involvement Policy.

Signature: _____

Date: _____

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact

must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

<p>The staff and parents, guardians and other caring adults at LDPHS have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at LDPHS and to show how the school and family are working together to educate the students at LDPHS, the staff and parents/guardians of LDPHS agree to implement the following programs and activities</p>	<p>The School and families of LDPHS recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the schools, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. Both parties agree to communicate clearly when challenges arise. It is also recognized that the school’s purpose is to support the community and its families in what ever manner is necessary and reasonable to its ability to do so, and likewise, it is the family’s responsibility to support the child and the school community.</p>
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THE SCHOOL

THE HOME

1. LDPHS will provide an academic program that is rigorous and challenging.
2. LDPHS will continue its commitment to excellence by providing the best possible staff development for all staff.
3. LDPHS staff will be positive role models for students.
4. LDPHS staff will communicate with families on an on-going basis regarding the student’s academic progress.
5. LDPHS will involve parents/guardians in the governance of the school.

1. Parents/Guardians at LDPHS will send their children to school appropriately dressed, prepared to learn, and on time.
2. Parents/Guardians at LDPHS will encourage their children to read at least 30 minutes per day.
3. Parents/Guardians at LDPHS will attend all parent/teacher conferences to discuss the academic progress of their children.
4. Parents/Guardians at LDPHS will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

- Please refer to Section IV, Pages 11-14. (Needs Assessment)
- 2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

- Please refer to Section V, Pages 15-18 (Annual Goals) and VI Pages 19-25 (Action Plans).

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

o Help provide an enriched and accelerated curriculum.

o Meet the educational needs of historically underserved populations.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

□

- All instruction is delivered by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

□

- Teachers, paraprofessionals, guidance and advisors all receive professional development on a weekly basis via our Diploma Plus coach on implementing the Diploma Plus model, curriculum development, authentic assessments, youth development, differentiated instruction, etc. All staff members are assigned to pertinent staff development offered by our ISC and ESO and they are encouraged to seek professional development that fits their individual needs. The Principal attends PD provided by Diploma Plus, our ESO and our ISC. Parents are offered workshops involving tips on parenting, fitness, mental health, college applications and financial aid and are encouraged to request workshops specific to their individual needs.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

□

- As a new school we were able to have full autonomy to hire teachers as per the UFT hiring procedures. It was a priority to open a new school with all fully certified and qualified teachers. Our interviews incorporated scenarios that required the candidates to show their understanding of our population and their ability to serve our population.

6. Strategies to increase parental involvement through means such as family literacy services.

□

- At the point of intake parents fill out a parent needs questionnaire. Our parent coordinator takes the responses and with the assistance of our PTA offers workshops addressing the needs of our parents. With the assistance of our community based partnerships we are able to offer parents wrap around services that addresses many of their needs. A successful strategy that we will continue to utilize is to have family appreciation nights in which students write appreciation letters to their guardians and reads it out loud. This year we plan to include a segment in which parents write appreciation letters and read them to their children.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

□

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

- Teachers are included via Inquiry Team, departmental planning and collaboration sessions, and case conferencing.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

- Refer to Section V, Pages 15-17 (Annual Goals) and Appendix 1 Part B, Page 29 (Description of Academic Intervention Services)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

- CAMBA is our primary partner that offers wrap-around services for our families in need, such as housing, adult ed, violence prevention services, counseling, etc

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this

program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.	
		Yes	No	N/A		Check(x)	Page#(s)
PM School, Extended Support	Title 1 ARRA, Title 1 SWP, TL Network Support, TL Fair Student Funding	X			\$1,316,082.	X	Sections IV,V, VI, and Appendix 1 (AIS)

1Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

2Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If

space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

**NCLB / SED
STATUS:**

**SURR PHASE / GROUP (IF
APPLICABLE):**

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

- There are zero students in temporary housing currently attending.

2. Please describe the services you are planning to provide to the STH population.

- We provide open access for admittance. We also collaborate with the CBO (CAMBA) for assistance with wrap-around services. We also collaborate with our STH content expert from the ISC.

Part B:

For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Liberation Diploma Plus						
District:	21	DBN:	21K728	School		332100011728	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	18	31	35				
Grade 10	53	79	83				
Grade 11	50	26	35				
Grade 12	51	44	34				
Ungraded	0	0	0				
Total	172	180	187				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	74.4	73.3	78.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	83.1	88.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	2	0

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	2	18
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	2	4
Number all others	19	23	18				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	10	10	11
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	5	4
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	1	2
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	57	38	122	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	72.7
				% more than 5 years teaching anywhere	60.0	80.0	81.8
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	70.0	80.0	81.8
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	100.0	97.1	85.3
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	47.7	44.4	45.5				
Hispanic or Latino	28.5	24.4	38.5				
Asian or Native Hawaiian/Other Pacific	5.8	5.6	2.7				
White	18.0	25.0	12.8				
Male	52.3	52.8	47.1				
Female	47.7	47.2	52.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				vsh	vsh	v	21
Ethnicity							

American Indian or Alaska Native							
Black or African American				vsh	vsh	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient						-	
Economically Disadvantaged				vsh	vsh		
Student groups making				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	85	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	24.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 108	District 21	School Number 728	School Name Liberation D.P. H.S.
Principal April Leong		Assistant Principal Bruce Gonzales	
Coach Laurie Harriton		Coach Terri Germain	
Teacher/Subject Area Gerlad Richter/Special Ed		Guidance Counselor Marlina Seignon	
Teacher/Subject Area		Parent Ali King	
Teacher/Subject Area		Parent Coordinator Sharene Caraway	
Related Service Provider		Other	
Network Leader Sumita Kaufhold		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	186	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	1.61%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

With very little ELL students there is very little information to have conclusive trends other than that all parents have accepted the Free standing model we are able to offer and we are in alignment with parent preferences.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In											3			3
Total	0	0	0	0	0	0	0	0	0	0	3	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
Total	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0						

Number of ELLs in a TBE program who are in alternate placement: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are Advanced and write in English and in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English.

The program of study is aligned with New York State’s ESL and ELA curriculum and reflects the states’ learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

Long Term ELLs and Extension of Services - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their

child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)											3			3
Total	0	0	0	0	0	0	0	0	0	0	3	0	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A											3		
	P													
READING/ WRITING	B													
	I													
	A											3		
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>algebra</u>	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

Not applicable due to lack of past history data surrounding ELL students.

Additional Information

Here is our full Language Allocation Policy:

Our Language Allocation Policy is a school-wide plan designed to address our students who require additional support services as they progress toward academic proficiency in English. Our present population of ELL students are Advanced and write in English and in all subject areas. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. As a Diploma Plus school cultural relative curriculum is endorsed which encourages students to bring their personal experiences into the classroom. The writing and sharing of autobiographical essays also enables students to connect their cultural backgrounds to the classroom. Prior knowledge is continuously accessed in class. Academic language scaffolding is also incorporated into our free-standing ESL program. All of these scientifically researched based instructional strategies are used to help our ELL students meet state standards and assessments.

Liberation Diploma Plus High School only provides ELL students with a free-standing ESL program with instruction provided in English. The program of study is aligned with New York State's ESL and ELA curriculum and reflects the states' learning standards through instructional practices and proper use of acceptable learning materials such as a variety of reading level texts. Classes include English Language Arts instruction with extra assistance using Skills Tutor. English Language Arts are also included using the Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in English, and where necessary teacher lessons are supported with materials focused on assisting our English language learners. Such materials include the use of visual aids and large print items that assist in language proficiency and where possible incorporating the use of a Spanish-English dictionary. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of both ESL and Special Education instructional methodologies.

Our ELL students also enjoy the ability to complete class requirements using our Diploma Plus competency and portfolio based assessment system. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Computers in each classroom and our mobile laptop carts allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom students incorporate the fundamentals of ELA balanced literacy and the workshop model.

Students are given access to classroom libraries that are categorized by level of proficiency. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students.

Our Advanced (A) ESL students receive 1 period per day of Advanced (A) ESL instruction via our AIS zero period. The Advanced (A) ESL students also receive 1 period per day of English language arts instruction. We currently do not have a certified ESL teacher so all instruction is delivered via our Special Education Teacher/ ESL Coordinator with assistance of our Skills Tutor program. We have also used our Rosetta Stone software but have found that our students are far too advanced for the Rosetta Stone software. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Teacher adapted material is also used in conjunction with Skills Tutor and Rosetta Stone.

Our diverse student body, which consists of 180 students, is primarily from the immediate community, some of which are second and third generation immigrants as well as students who have chosen to attend Liberation Diploma Plus High School after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The shared commonality for all of our students is that they are overage and want to complete the regular high school diploma program.

According to the latest available ethnic data, 18.6% are White, 47.67% are Black, 27.91% are Hispanic, 5.81% are Asian or Pacific Islander, and 0% are American Indian/ Alaskan Native. Approximately 89% of the students are considered economically disadvantaged, and eligible for free lunch. Additionally, .1% of the students are English Language Learners (ELL), with Spanish as the dominant language among the vast majority. Of the 2 students identified as ELLs one is a General Education student and one is a Special Education Student. The attached Allocation Policy Worksheet is a breakdown of ELL data which indicates proficiency levels by grade for ESL as well as standardized state exams.

Liberation Diploma Plus High School is committed to improve instruction and support efforts directed at our English Language Learning Students. Through our cooperative Language program we are addressing the needs of our students within the school building. Additional support efforts involve:

a) Standardized Assessments take into consideration student proficiency in native languages (where/when necessary). Providing

Additional Information

assessments in native languages as permitted. Teachers collaborate with the Special Education teacher and where/when necessary, produce an in class assessment test that is sensitive to the ELL student's language obstacles. During State standardized assessments, ELL students will be permitted to take exams using a dual language dictionary according to their native language (where/when) necessary. Additional time will also be allowed for our ELL students during these exams. The assessment test for ELL students (NYSESLAT), will be administered according to state timelines during the month of either March or April. This exam will be used to assess the ELL students' performance and will allow our school to better program for the students' needs during the upcoming school year. Additionally, the school will use these exam results as it reflects and plans for improvement regarding our ESL program. Preparing for this exam is done both as part of the regularly scheduled ESL classes and presented during the PM session AIS courses. We will examine which parts of the NYSELAT students have repeatedly performed poorly on and create plans of action to increase proficiency in specific areas.

- b) Supportive English Language Arts instruction and SIFE Students. English teachers and the Special Education Teacher collaboratively plan focusing literacy support toward all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom includes the principles of our Diploma Plus youth development model, where all students are provided as safe learning environment. Although we do not currently have SIFE students, we do have a plan to assist any future students. This plan includes support on Literacy skills as well as collaborative one-on-one tutorials with native language teachers (F-status teachers would be sought).
- c) Collaborative Content Area Instruction. Our Special Education teacher not only provides professional development in best practice ESL methodologies but also works collaboratively with each of the content area teachers on lesson development and assessment materials. This collaboration assists our ELL group as a whole but more importantly initiates discussion and support for students individually. Teachers have common meeting time and meet weekly in case conferencing to discuss students and share best practices.
- d) Guidance and ESL Coordinator After-school services are available to focus on students struggling with English as well as Students identified with interrupted
- e) formal education. SIFE students will be supported with ESL and Guidance intervention support services.
- f) Effective Parent Involvement and Admissions Processing. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.
- g) Academic Intervention and Support Services - During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.
- h) School Spirit and Collaborations – during the traditional school year, all teachers in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.
- i) Newcomers Plan – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
- j) Special Needs / ELL - All support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. Within this program, parents, guidance counselors, related service providers, ESL

Additional Information

Coordinator and Special Education teacher collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

k) Long Term ELLs and Extension of Services - Although Liberation did not have students listed as in need of extended services, our plan is to address these students with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and one-on-one tutorial assistance from both the ESL Coordinator as well as a certified English Language Arts instructor. These services will be provided via a PM school support program.

l) Students Achieving Proficiency – English Language Learners who achieve proficiency and may still require additional support services. These students will be monitored by both the ESL coordinator and the Guidance Counselor. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically as well as on standardized state exams will be monitored for accountability and early academic intervention.

m) Professional Development Plan – We are focusing our yearly professional development on best practiced ESL strategies and methodologies. Additionally, we are presenting the concepts of the Diploma Plus Model and best scaffolding techniques to all our teachers. The PD is provided via after-school workshops as well as through on-going support provided by the district ELL Curriculum Instructional Specialist.

Summation:

Liberation Diploma Plus High School is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school is involved in the development, implementation of and assessment of Liberation's ESL program. We are committed to providing quality instruction to all our students.

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		