



LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M550
ADDRESS: 250 WEST 18TH STREET
NEW YORK, NY 10011
TELEPHONE: 212 691-0934
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M550 **SCHOOL NAME:** Liberty High School Academy for Newcomers

SCHOOL ADDRESS: 250 West 18th Street, NYC, NY 10011

SCHOOL TELEPHONE: 212 691-0934 **FAX:** 212 727-1369

SCHOOL CONTACT PERSON: Melodee A. Khristan **EMAIL ADDRESS:** mkhrist@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ronald Sharkey

PRINCIPAL: Melodee A. Khristan

UFT CHAPTER LEADER: Katie Farrell

PARENTS' ASSOCIATION PRESIDENT: Fausto Urena

STUDENT REPRESENTATIVE:
(Required for high schools) Yeisly Reyes

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Melodee A. Khristan	*Principal	Signature on file
Katie Farrell	*UFT Chapter Chairperson	Signature on file
Angel Pichart	*PA Co-President	Signature on file
Josefina Lucino	Title I Parent Representative	Signature on file
Roberto Olivo	Member/Parent	Signature on file
Fausto Urena	PA Co-President	Signature on file
Ibrahima Sacko	Member/Parent	Signature on file
Delphine Kouassi	Member/Parent	Signature on file
Michael McBrien	Member/Teacher	Signature on file
Jim Lu	Member/Teacher	Signature on file
Chris Lozano	Member/Teacher	Signature on file
Leila Chaitram	Member/Teacher	Signature on file
Yeisly Reyes	Member/Student	Signature on file
Araceli Linares	Member/Student	Signature on file

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Liberty High School Academy for Newcomers has completed its fifth full year as a four-year diploma granting transfer high school. Our school is designed to exclusively meet the inimitable needs of newly-arrived non-English speaking immigrant youngsters. The vision of our school is to support a professional learning community that meets the unique needs of English language learners (ELLs) and their families through success, equity, and access to an excellent education that focuses on academic achievement, language and social development, and cross-cultural support. The mission of Liberty High School is to provide a well-rounded educational program that meets the exceptional needs of English Language Learners at all levels academically, emotionally, physically, and socially. We strive to create an atmosphere that is conducive to a positive learning environment and high expectations.

Our school serves grades nine through twelve with a student body of 410 students. Virtually all students attending Liberty High School Academy for Newcomers are admitted into the ninth grade as a non-English speaking immigrant. The student body represents approximately fifty countries speaking roughly thirty languages. It is apparent when one visits the school that cultural diversity is celebrated and honored through a variety of means including displays of international flags, posters of people that are significant to students' different cultures and countries as well as everyday expressions prominently exhibited in English and students' native languages.

Liberty High School was originally established in 1986 as a one-year ninth grade only alternative transitional Bilingual/English as a Second Language (ESL) Program. The mission of the original program was to provide newly-arrived non English speaking immigrant youngsters with an academic foundation in English that would enable them to then successfully move on to other alternative high school programs/schools or comprehensive high schools in New York City to complete their high school education.

As a result of the No Child Left Behind (NCLB) Act, in June of 2003, the Liberty High School community began preliminary discussions of changing from a one-year transitional program to a four-year diploma granting high school. In September of 2003 the school community, consisting of administrators, teachers, guidance counselors, support staff, students, and parents, officially began making plans for the redesign of the school. The redesign took on many aspects of collaborative decision-making through evaluating, planning, and setting short-term and long-term goals throughout the 2003-2004, 2004-2005, and 2005-2006 school years. These first three school years was considered the first phase of our redesign. It was during this time that we added grades 10, 11, and 12 and in turn celebrated our first graduation in June of 2006. The following three school years (2006-2007, 2007-2008, and 2008-2009) included the school community collaboratively evaluating and revising, as well as, setting new short-term and long-term goals. We considered these three school years as the second phase of our redesign. The 2006-2007 school year yielded our first opportunity to begin to evaluate and revise our short-term and long-term goals that were put into place during the first phase of our redesign. The prospect of making changes based on three years of data was exciting, however; we clearly recognized the need for additional data that would need to be gathered and analyzed. Finally, the additional data that we collected during the 2009-2010 school year was momentous in making necessary school wide decisions for better teaching and learning for our ELL students. This put us into the third phase of

our redesign, of which we consider to be critical in meeting the needs of our entire school community.

Not only do we take on the challenge of meeting the distinctive needs of ELLs, we service students that have severe literacy and numeracy deficiencies. Approximately 25% of the students that are admitted into our school function at a third to fourth grade level. These particular groups of youngsters not only face obstacles of not knowing and understanding English but are also identified as not being on grade level in their own country and/or are illiterate in their native language. Many of these students come from a country that uses a non-Roman alphabet. Some of our students come from countries that do not have an official written language. In addition, we service students that have never attended school or only went to school for one to three years. We do have a bilingual-Spanish and bilingual-Chinese program in our school, both of which have strengths and weaknesses. The academic levels of our students clearly indicate the necessity of support from outside agencies.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

School Name: Liberty High School

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Liberty High School Academy for Newcomers							
District:	2	DBN #:	02M550	School BEDS Code:			310200011550		
DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K	K	1	2	3	4	5	6	7
	8	√ 9	√10	√11	√ 12	√ 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						
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		93.7	86.5			
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		79.5	79.5	94.9		
Grade 8	0	0	0						
Grade 9	131	126	173	Students in Temporary Housing: Total Number					
Grade 10	118	92	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	105	97	80		1	8	2		
Grade 12	74	95	75						
Ungraded	0	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	428	410	420		194	100	105		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	6	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	0		
Number all others	3	9	11	Superintendent Suspensions	1	0	0		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL)				Special High School Programs: Total Number					

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	153	60	194	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	272	196	186	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	10	(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	38	37	35
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	10	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	3
	104	108	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	92.1	97.3	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	81.6	89.2	TBD
Black or African American	17.1	17.8	16.4	Percent more than five years teaching anywhere	73.7	81.1	TBD
Hispanic or Latino	37.4	34.1	37.1				
Asian or Native Hawaiian/Other Pacific Isl.	25.2	28.8	29.3	Percent Masters Degree or higher	89.0	92.0	TBD
White	20.3	18.8	15.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	95.7	100
Multi-racial							
Male	58.4	62.4	61.0				
Female	41.6	37.6	39.0				
2009-10 TITLE I STATUS							
✓✓ Title I School wide Program (SWP)			N/A Title I Targeted Assistance			N/A-Title I	
Years the School Received Title I Part A Funding:			N/A 2006-07	N/A 2 007-08	✓✓ 2008-09	✓✓ 2009-10	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			√√
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	X
	Math:		Math:	X
	Science:		Grad. Rate:	√

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	√	√	53
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino				X	X		
Asian or Native Hawaiian/Other Pacific Islander				√√	√√	-	
White				-	-	-	
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				X	√√		
Economically Disadvantaged				X	√√		
Student groups making AYP in each subject				1	4	1	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	82.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.6 / 15 F	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19 / 25 A	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.9 / 60 A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

The Liberty High School Leadership Team and school community used a variety of methods to review the school's program and student achievement. The constituents of the various teams looked at a variety of quantitative and qualitative data. The needs assessment included a review of the following indicators:

- The New York State Report Card for the past three years (2007, 2008, 2009);
 - Accountability and Overview Report
 - Comprehensive Information Report
- State School Quality Review;
- New York City DOE Progress Reports for the past three years;
- NYC DOE Quality Reviews for 2006-2007 and 2007-2008;
- CEP School Demographics and Accountability Snapshots for the past three years;
- ARIS reports;
- PSAT and SAT scores;
- ATS reports; including
 - LAB-R results
 - NYSESLAT results for the past four years
 - Looking at patterns and trends of
 - Number of years of schooling at Liberty
 - Grade breakdown for each of the modalities of reading, writing, speaking, and listening
 - All sub-groups
 - Attendance
 - Percentage breakdown on yearly, monthly, weekly, and daily basis
 - All subgroups
 - School wide
 - Grade
 - Ethnicity
 - Gender
 - Language
 - Age
 - School Climate
 - Discipline referrals made by teachers
 - Suspensions
 - Graduation Reports
 - Percentage/number of students graduating in 4, 5, and 6 years
 - Type of diploma students were receiving
 - Breakdown of subgroups
 - Analysis of where students first began at Liberty
 - Free-standing ESL
 - Bilingual
 - SIFE
 - Title I eligibility reports
 - AIS reports and connection to student progress
 - Student need and eligibility

- After school
 - During school
 - Saturday Academy
 - Summer School
- HSST reports
 - Student transcripts for each grade
 - Student report cards for both semesters
 - Analysis of students with more than one failure, two failures, three failures, etc.
 - Scholarship Analysis Reports
 - Analyzed by subgroups
 - Analyzed by teacher
 - Analyzed by course
 - Analyzed by department
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by grade
 - Mark Analysis Reports
 - Analyzed by subgroups
 - Analyzed by teacher
 - Analyzed by course
 - Analyzed by department
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by grade
 - Regents Exams Reports
 - Analyzed by subgroups
 - Analyzed by breakdown of grades
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by students' native country
- Learning Surveys
 - Analysis of parents' responses
 - Analysis of teachers' responses
 - Analysis of students' responses
- In-house surveys of staff, parents, and students
 - Professional development needs for teachers and support staff
 - Workshop requests for parents and guardians
 - Student needs for academics, extracurricular desires, and future dreams

The information gathered from the needs assessments was shared with teachers, support staff, parents, students, and administrators at faculty conferences, professional development sessions, department conferences, house meetings, PTA meetings, faculty

advisory committee (FAC) meetings, and School Leadership Team meetings. The findings of our comprehensive needs assessment throughout the course of the school year yielded in the identification of school wide priorities for improving student performance and progress.

We identified the following student **performance trends** from the information we gathered from the needs assessment:

- According to the NCLB/SED accountability status we have been identified as not making Adequate Yearly Progress (AYP) in ELA and mathematics. We have been identified as meeting AYP in graduation rates.
- According to New York City Department of Education we are deserving of an “A” as indicated in our progress reports for the past two years.
- A review of our achievement data for the past four years indicates a slight downward decline in literacy for all courses. We need to focus on improving student performance in literacy for all students in all subgroups across the curriculum in all grade and courses. The data indicates that the curricula that we have in place needs to reviewed, evaluated, and updated. We have identified this as a school wide need.
- A review of our achievement data for the past five years indicates a considerable downward decline for mathematics in the lower level math courses. It is apparent that once our students achieve success in building the foundations of mathematics they are able to move on to higher level mathematics with greater success. We find that approximately 80% of our students enter Liberty at least two years below grade level in math.
- A review of our achievement data for the past three years indicates a continued downward decline for social studies for students in the tenth grade. It appears that ninth grade students are passing their global history courses, however; once students move on to the tenth grade they hit a hurdle. The data indicates that our Spanish-speaking students have the lowest passing rates on the Global History and Geography Regents exams even though they have the advantage of taking the exam in their native language. We have confirmed that the United States History courses are extremely challenging for our students because of the time constraint of taking the course in the eleventh grade and not having been exposed to the information prior to that time.
- A review of our achievement data for the past three years indicates an up and down passing rate for our Living Environment courses as well as the Living Environment Regents exams. We have found that our students’ background knowledge in the sciences is very weak. However, our data indicates that many more students are requesting as well as enrolling in chemistry and physics courses once they successfully complete the living environment sequence.

We identified the following **greatest accomplishments** from the information we gathered from the needs assessment:

- We have determined that it is imperative for our school community to continue to strive for a sense of “family” and that in order to achieve that goal we need to focus on two distinct aspects. The first aspect being our student body embracing a culture of togetherness and the second aspect being our staff embracing a positive team approach to school-wide behavior management in creating a positive climate. It is clear to us, although we have a small student body, the student body encompasses massive individual

beliefs about culture, language, ideas, etc., and since Liberty High School is their first exposure to others that are different it is the ideal time to build community.

- We have two state-of-the-art science laboratories that enable us to offer our students hands-on performance based courses in living environment, chemistry, and physics.
- All of our teachers and administrators have attended a series of professional development workshops with Quality Teaching for English Learners (QTEL).
- We have increased our CBO collaborations to include the YMCA, Museum of Modern Art, Rubin Museum of Art, Charles B. Yang Health Center, Ryan Chelsea Clinton Health Center, The Kitchen, EDP Program, Sports and Arts After School, American Museum of Natural History, Futures and Options, Mt. Sinai Hospital, Google, Auxiliary Police, New York University, Hunter College, City College, Columbia University, and Learning Leaders.
- We provide family literacy services by providing evening ESL classes for our parents and guardians throughout the school year.
- We have strong turnouts at our monthly Parent Association meetings, parent/teacher conferences, and open house.
- A majority of our graduates apply for and are admitted into 2-year and 4-year colleges. We have a college advisement office that has developed into a significant service for our students and parents/guardians.
- We have maintained an attendance rate of approximately 90%, even with the obstacle of our students traveling to and from school from all five boroughs.

We identified the following **aids** from the information we gathered from the needs assessment:

- Our findings revealed a need to continue to engage in curriculum mapping and program alignment processes. We need to guarantee that we are providing a robust comprehensive education program, which supports quality instruction first and additional learning opportunities in all critical areas that enables all of our students to meet State Standards and now the Common Core Standards that are being introduced. We do not want to offer our students just the basics; we believe it is our sense of duty to do whatever it takes to provide our students with a top-notch education that keeps pace with the elite schools.
- Professional development is a monumental task that we need to embrace for all of our teachers, administrators, and support staff in order to be successful with the next stage of moving our school to meeting the needs of our entire school community. We need to focus on initiatives that are school wide as well as meeting the needs of individuals and small groups of teachers, administrators, and support staff; including department, grade, and house needs.
- There is a clear understanding of the academic, emotional, social, and physical needs of our students.
- There is a clear understanding of the strengths of our faculty and staff members.
- We support student teachers every term. The student teachers are from NYU, Hunter College, and Teacher's College at Columbia.
- The establishment of after school programs, Saturday Academies, and Summer School programs

We identified the following **barriers** from the information we gathered from the needs assessment:

- A review of our overall data concerns us in that as more and more of our students are required to achieve at least a 65 or higher on their Regents exams to graduate, the amount of time to be successful will increase. This translates into a longer timeframe for students not being able to graduate. The data that we have now indicates that only half of our students are earning a Regents diploma or higher. The other half of our students is earning a local diploma.
- We have found that our classroom libraries and library at-large are quite inadequate to meet the ever-changing needs of our students. As our school has changed from a one-year transitional ninth-grade program into a four-year diploma bearing high school our need for a wider range of books as well as reference and research materials is evident. Our student population has shifted over the past few years and the libraries that we originally put into our classrooms and library at-large reflects that of the past and not of the students that we are serving today. We clearly need to add books and materials that represent our students' backgrounds, cultures, languages, and interests.
- We have determined that our students are inadequately prepared for school on a daily basis. By that we mean that generally our students do not have the materials and tools necessary. Indeed our students have the basics but it is not enough for them to be successful.
- We have found that we need to provide our students with a variety of options to successfully complete graduation requirements. Our students are older than average for grade level as well as under credited. As we are now it is not possible or realistic for all of our students to graduate in the traditional manner of four years. We need to provide other avenues for student success. We need to continue our extensive academic intervention services that occur during the school day, after school, on Saturdays, and during the summer.
- There has been a remarkable increase in the number of over-age students from all language backgrounds that have been identified as having weak academic backgrounds in all content areas. Our African students, speaking various dialects, have been coming to school with lower skills in mathematics but tend to progress at a fair rate. Our Chinese-speaking students have consistently performed well in math, however; we have noticed an increase in the number of students that are not as adequately prepared as in the past. The majority of our Arabic-speaking students arrive with severe literacy and numeracy issues. Our Spanish-speaking students are arriving with more interrupted formal education.
- With different learning styles, primary languages, and instructional levels, our students present a wide range of skill levels and instructional needs, often within the same classroom. Currently we do not have any software programs that are targeted specifically for teaching English skills in our English as a Second Language (ESL) or our content area classes. Teachers have reported that our students gravitate towards using technology, however; frequently because they lack the language skills and background to understand and navigate the general software that is currently available in the classroom our students do not receive the technology that they should be receiving. It is clear that these students require technology that focuses on language learning and facilitates learning in a non-threatening environment. The teachers and the administrative staff have expressed the

need for ELL-specific software that will reach every English language learner, regardless of learning style, primary language, skill level, or content area.

- The bell schedule that we currently follow does not adequately meet the unique academic needs of our students. Presently, we follow eight forty-five minute periods a day. Seven of the periods are academic and one period is for lunch. Some of the courses we offer follow a single period and others a double period configuration. It has become quite evident that longer blocks of time are necessary in all content areas. Our students need additional time in each class in order to have more hands-on opportunities. As well, our teachers need additional time in their delivery of lessons so as to provide the students with the opportunity to go more in-depth in the content. We have also identified the need to rotate our daily schedule in order to meet the requests of teachers and students. The rotation of the daily schedule will allow for different learning styles of our students.
- Our school community agrees that it is imperative that we focus on technology as a school wide project. We have infused technology in our school in some areas but we are at a critical point in time where we need to ensure that our students are prepared for success in a society that relies on technology. We need to put together a long-term plan to address the needs of our students and teachers.
- We understand that research dictates that it takes approximately seven years for a person to acquire a new language, yet, it is expected that our students complete their high school education in four years.
- Our school building is a renovated office building that has small classrooms, no gymnasium, no auditorium, and limited office space.

SECTION V: ANNUAL SCHOOL GOALS

Goal Number 1	
Goal #1:	To improve English Language Learners' academic achievement in English Language Arts.
Objective #1:	At the completion of the 2010-2011 school year 60% of the 72 juniors identified as English Language Learners will achieve a 65% or above on the Comprehensive English Language Arts Regents exam.
Description of Goal #1:	Our ESL and ELA teachers along with the administration and writing coach will focus on the needs of our students in preparation for the English Regents exam. We will be meeting on a weekly basis utilizing the SIOP Model for ELLs. The SIOP Model will be a school wide initiative. We will be looking at our curricula for all courses and make necessary changes.
Goal Number 2	
Goal #2:	To improve English Language Learners' academic achievement in mathematics.
Objective #2:	At the completion of the 2010-2011 school year 76% of the 100 students identified as English Language Learners will achieve a 65% or above on the math Regents exams.
Description of Goal #2:	Our math department will be meeting on a weekly basis along with the administration to determine how to best meet the unique academic needs of our ELLs in all mathematics courses. We will be developing a Math Handbook that will be used as a model for our other departments.
Goal Number 3	
Goal #3:	To improve collaboration of teachers and increase the teaching and learning time in all grades.
Objective #3:	At the completion of the 2010-2011 school year 100% of the teachers and students will be a member of one of four houses. At the completion of the 2010-2011 school year 100% of the school community will be prepared to follow an innovative schedule based on a rotating schedule,
Description of Goal #3:	The bell schedule that we currently follow does not adequately meet the unique academic needs of our students. Presently, we follow eight forty-five minute periods a day. Seven of the periods are academic and one period is for lunch. Some of the courses we offer follow a single period and others a double period configuration. It has become quite evident that longer blocks of time are necessary in all content areas. Our students need additional time in each class in order to have more hands-on opportunities. As well, our teachers need additional time in their delivery of lessons so as to provide the students with the opportunity to go more in-depth in the content. We have also identified the need to rotate our daily schedule in order to meet the requests of teachers and students. The rotation of the daily schedule will allow for different learning styles of our students.

SECTION VI: ACTION PLAN

Goal #1
English Language Arts

Subject/Area:

<p>Annual Goal:</p>	<p>At the completion of the 2010-2011 school year 60% of the 72 juniors identified as English Language Learners will achieve a 65% or above on the Comprehensive English Language Arts Regents exam.</p>
<p>Action Plan:</p> <p>Actions/Strategies/Activities</p> <p>Target Population</p> <p>Responsible Staff Members</p>	<p>In order to achieve the proposed students' goal and objective on the Comprehensive ELA Regents exam, the following measures will be put into operation over the course of the 2010-2011 school year.</p> <ul style="list-style-type: none"> • All students in the 11th grade will be programmed with an 11th grade English teacher and an English as a Second Language teacher. • One teacher will be designated as a resource room teacher. The resource room teacher will work with students that are identified as needing academic intervention. • An after school program will be offered to students taking the ELA Regents exam. • A Saturday Academy will be offered to students that are taking the ELA Regents exam in June. • An inquiry team made up of ESL and English teachers will be formed with a concentrated focus on 11th grade students. • The English teacher will meet with students one period a day. The same teacher will follow the same group of students for the entire year. • The ESL teachers will meet with students two periods a day. The students will be programmed in ESL according to their ESL level. The range of levels will be from ESL 3 to ESL 7. • The resource room teacher will meet with identified at-risk students 1-2 times a week depending on individual needs. These students will be identified throughout the school year beginning in September. Initially, students that are at ESL levels 3 and 4 will be identified. • The after school program will begin in November and end in June. The classes will meet on Tuesdays, Wednesdays, and Thursdays for one hour. • The Saturday Academy will run for six weeks beginning in May. The classes will run from 9:00 until 12:00. • The English and ESL teachers will be programmed so that they have a common planning time in their schedule. • Department/grade meetings will be scheduled the third Monday of every month for one hour after school. • The ELA inquiry team will meet two times a month, generally on the 2nd and 4th Monday. The focus group will meet for two hours. The meetings will begin in October and continue through June.

<p>Aligning Resources:</p> <p>Funding Sources:</p>	<ul style="list-style-type: none"> • The English, ESL, and resource room teachers will be funded with Tax Levy Fair Student Funding. • The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Levy funds. • The ELA inquiry team will be funded with TL Children First Inquiry Team funds. • Professional development sessions will be funded through Title I.
<p>Indicators of Interim Progress and/or Accomplishment:</p> <p>Instrument of Measure(s):</p> <p>Intervals of Periodic Review:</p> <p>Projected Gains:</p>	<p>We will demonstrate that our students are successfully moving towards the ELA goal and objective by providing the following evidence:</p> <ul style="list-style-type: none"> • A teacher made diagnostic test will be given at the beginning of the school year by the English teacher. The diagnostic test will be analyzed to determine the needs of the students. • In early November the English teacher will administer Instructionally Targeted Assessments provided by Acuity. The assessment report will be used to provide actionable data on how classes and/or students are doing relative to New York State Standards. The AYP report will provide information for NCLB subgroups. The item analysis report will be used to show specific points of student difficulty and in turn the English and ESL teachers will be able to address each student's needs. • In mid November and March teacher made midterm assessments will be given to students to determine their progress. The assessments will be modeled after the ELA Regents exam. • In late May ELA Predictive assessments provided by Acuity will be given to students. The Predictive Class Assessment Reports will provide a scaled score and prediction of class performance as well as individual student performance on the upcoming state test. The Distractor Analysis Report will provide possible feedback to the teachers on students' incorrect answers. • Finally, teacher made final assessments modeled after the ELA Regents exam will be given mid January and June. The information will provide the English and ESL teachers the final student academic intervention before the actual ELA Regents exam. <p>We will demonstrate that our students have successfully reached the ELA goal and objective by providing the following evidence:</p> <ul style="list-style-type: none"> • The HSST cumulative report for Comprehensive ELA Regents will provide the scores for individual students. • The ELA scores will be in ARIS. • Student transcripts and permanent records will indicate the student's scores. • The HSST Regents summary report will be provided. • The HSST Regents grade distribution report will be provided.

SECTION VI: ACTION PLAN

**Goal #2
Mathematics**

Subject/Area:

<p>Annual Goal:</p>	<p>At the completion of the 2010-2011 school year 76% of the 100 students identified as English Language Learners will achieve a 65% or above on the math Regents exams.</p>
<p>Action Plan:</p> <p>Actions/Strategies/Activities:</p> <p>Target Population:</p> <p>Responsible Staff Members:</p>	<p>In order to achieve the proposed students' goal and objective on the mathematics Regents exam, the following measures will be put into operation over the course of the 2010-2011 school year.</p> <ul style="list-style-type: none"> • All students in the math Regents bound classes will be programmed with the same three math teachers for the entire school year. • An after school program will be offered to students taking the math Regents exam. • A Saturday Academy will be offered to students that are taking the math Regents exam in June. • An inquiry team made up of math teachers will be formed with a concentrated focus on math students in Regents courses. <p>Scheduling Actions</p> <ul style="list-style-type: none"> • The math teachers will meet with students one period a day. The same teacher will follow the same group of students for the entire year. • The after school program will begin in November and end in June. The classes will meet on Tuesdays, Wednesdays, and Thursdays for one hour. • The Saturday Academy will run for six weeks beginning in May. The classes will run from 9:00 until 12:00. • The math teachers will be programmed so that they have a common planning time in their schedule. • Department/grade meetings will be scheduled the third Monday of every month for one hour after school. • The math inquiry team will meet on a weekly basis. The members will meet every Tuesday after school for two hours. The meetings will begin in September and continue through June.
<p>Aligning Resources:</p> <p>Funding Sources:</p>	<p>Funding Actions</p> <ul style="list-style-type: none"> • The math teachers will be funded with Title I and Tax Levy funds. • The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Levy funds. • The math inquiry team will be funded with TL Children First Inquiry Team funds. • Professional development sessions will be funded through Title I.
<p>Indicators of Interim Progress and/or Accomplishment:</p> <p>Instrument of Measure(s):</p> <p>Intervals of Periodic Review:</p>	<p>We will demonstrate that our students are successfully moving towards the math goal and objective by providing the following evidence:</p> <ul style="list-style-type: none"> • A teacher made diagnostic test will be given at the beginning of the school year by the math teachers. The diagnostic test will be analyzed to determine the needs of the students. • In mid November and March teacher made midterm

<p>Projected Gains:</p>	<p>assessments will be given to students to determine their progress. The assessments will be modeled after the math Regents exam.</p> <ul style="list-style-type: none"> • In late May math predictive assessments provided by Acuity will be given to students. The Predictive Class Assessment Reports will provide a scaled score and prediction of class performance as well as individual student performance on the upcoming state test. The Distractor Analysis Report will provide possible feedback to the teachers on students' incorrect answers. • Finally, teacher made final assessments modeled after the math Regents exam will be given mid January and June. The information will provide the math teachers the final student academic intervention before the actual math Regents exam. <p>We will demonstrate that our students have successfully reached the math goal and objective by providing the following evidence:</p> <ul style="list-style-type: none"> • The HSST cumulative report for Comprehensive Math Regents will provide the scores for individual students. • The math scores will be in ARIS. • Student transcripts and permanent records will indicate the student's scores. • The data will be broken down into subgroups as well as grade distribution. • The HSST Regents summary report will be provided. • The HSST Regents grade distribution report will be provided.
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SECTION VI: ACTION PLAN

Goal # 3

Subject/Area:

Development of Houses and Innovative Schedule

<p>Annual Goal:</p>	<p>At the completion of the 2010-2011 school year 100% of the teachers and students will be a member of one of four houses.</p> <p>At the completion of the 2010-2011 school year 100% of the school community will be prepared to follow an innovative schedule based on a rotating schedule,</p>
<p>Action Plan:</p> <p>Actions/Strategies/Activities:</p> <p>Target Population:</p> <p>Responsible Staff Members:</p>	<p>In order to achieve the proposed school community goal and objective for breaking into houses and implementing an innovative master schedule, the following measures will be put into operation over the course of the 2010-2011 school year.</p> <ul style="list-style-type: none"> • Research on block programming and the use of various bell schedules will be conducted during the fall term. • We will use HSST and the Client to beginning possible schedules and programs for students and teachers. • Professional development activities will take place on a weekly basis to begin preparing teachers for effective teaching using longer blocks of time. • We will pilot our new rotating schedule during the spring term. • We will begin to pilot one or two houses during the spring term and plan for full implementation for the 2011-2012 school year. • The target population for our rotating schedule and longer block of instructional time per class will be all students and teachers. • The target population for our houses will initially be for ninth and tenth graders during the spring term. The eleventh and twelfth grades will follow the following school year. • Our entire staff will be a part of this initiative. We will begin with a smaller planning team and then bring on the entire school community.
<p>Aligning Resources:</p> <p>Funding Sources:</p>	<p>We will use part of our Title I professional development allocation for funding per session for preparing our school community for this initiative.</p>
<p>Indicators of Interim Progress and/or Accomplishment:</p> <p>Instrument of Measure(s):</p> <p>Intervals of Periodic Review:</p> <p>Projected Gains:</p>	<p>We will demonstrate that collaboration of teachers and increase the teaching and learning time in all grades.</p> <ul style="list-style-type: none"> • We will analyze possible configurations of houses during the fall term to determine the impact on teachers and students. • We will analyze possible schedules during the fall term to determine the impact on teachers and students. • During our weekly planning meetings we will discuss possible constraints of moving to a new rotating schedule. • During our weekly planning meetings we will discuss the advantages of moving to a new rotating schedule. • During our weekly planning meetings we will discuss possible constraints of breaking into houses. • The bell schedule that we currently follow does not adequately meet the unique academic needs of our students.

Presently, we follow eight forty-five minute periods a day. Seven of the periods are academic and one period is for lunch. We plan to move to four eighty minute blocks per day exclusive of lunch. The students will continue to take the same number of courses but will be on a rotating basis.

- We expect that the additional time in each class will enable teachers and students alike to have more hands-on opportunities.
- We expect that the longer periods of time will allow the teachers to address different learning styles of the students.
- We expect that the longer blocks of time will enable teachers and students the opportunity to go more in-depth in the content.
- We expect that by breaking into houses there will be more cohesion amongst the members of each house.
- We expect that by breaking into houses there will be more of a focused advisory for the students.
- We expect to have a deeper sense of family once we move into houses and have longer blocks of time for classes.

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Part A.

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	50	50	40	30	20	3	10	8
10	30	30	25	20	20	2	10	12
11	25	25	20	20	15	2	4	10
12	22	25	10	10	10	2	3	9

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

- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Wilson Reading and RIGOR for low level literacy. We have a literacy program that provides additional periods of ESL.</p>
<p>Mathematics:</p>	<p>We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.</p>
<p>Science:</p>	<p>We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.</p>
<p>Social Studies:</p>	<p>We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.</p>
<p>At-risk Services Provided by the Guidance Counselor</p>	<p>We have two full-time bilingual guidance counselors that provide individual and group at-risk services to our students. The services are quite extensive and are based on individual student needs.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>We have a part-time school psychologist that comes in one day per week to provide at-risk services to students. The services that are provided are dependent upon individual student needs.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>We have a part-time social worker that provides at-risk services to our students. The services that are provided are dependent upon individual student needs. The bilingual social worker services our students three days a week.</p>
<p>At-risk Health-related Services:</p>	<p>We have partnerships with the Charles B. Wang Health Center and Ryan White Health Clinic that provide services to our students and their families.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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).

xx 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) 9, 10 Number of Students to be Served: 65 LEP 65 Non-LEP

Number of Teachers 8 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program –

Liberty High School offers eleven levels of ESL (double period classes) of which seven have single period companion classes designed exclusively for our students in meeting high academic standards. The students that take the ESL double period companion classes are students that are designated at the beginner’s level on the NYSESLAT and/or LAB-R. Our students that are identified at the intermediate level take a double period ESL class. Our students that are identified as being at the advanced ESL level take a single period ESL class designed on the writing

workshop model.

We offer native language arts in Spanish and Chinese. We offer bilingual content area courses (social studies, mathematics, and science) in Spanish and Chinese. ELLs not in bilingual classes are supported with various double period content area classes strategically programmed in certain semesters of instruction dependent upon when support is most needed.

After conducting a careful needs analysis of students that we deem as our most at-risk, we have determined that two sub-groups of our students need additional support. After looking closely at our data for the past five years, we have determined that our Spanish-speaking students have consistently scored extremely low on the Global history Regents exam. Additionally, we have determined that our SIFE students need support in the ninth grade. Thus, after careful analysis, we have concluded that that we need to provide supplemental support in ELA, global history, and Spanish NLA to our ninth and tenth grade SIFE and Spanish-speaking students.

For the school year 2010-2011, our Title III Language Instructional Program is focused on the academic needs of our SIFE and Spanish-speaking ninth and tenth graders that have been identified as needing support in addition to their regular program. The Title III supplemental funding will be used to improve and support native language, global history, and ELA. The allocation will be used to fund our Spanish Native Language Arts teacher and our literacy teachers. The funding will provide our 9th and 10th grade Spanish-speaking SIFE students with a reduced class size as well as double period classes of Spanish Native Language Arts. Additionally, the funding will provide our 9th grade free-standing ESL SIFE students with a reduced class size as well as a double period class in global history. The NLA teacher and the ESL teacher will be working with the 9th and 10th grade ELA and global history teachers by giving students clarification and strategies to make the material comprehensible and by supporting their reading and writing.

Professional Development Program –

The professional development activities that have been planned for the 2010-2011 school year are centered on meeting the unique needs of ELLs. Our focus for the year will be centered on quality instruction that supports ELLs in the design, development, implementation, and evaluation of existing and new courses that are being aligned to City, State, and Core Standards. Additionally, we plan to continue our involvement in the various professional development activities provided by Aida Walqui, Director of West-Ed. As of today, 100% of Liberty High School teachers and administrators have participated in at least a minimum of an intense three-day series of QTEL professional development activities. The majority of our content area teachers has participated in and continues to participate in additional five-day series of professional development with QTEL. As is well known, Quality Teaching for English Learners focuses on accelerating academic achievement and English language development for secondary English learners. QTEL professional development apprentices teachers and administrators in the knowledge and practices needed to support rigorous linguistic and academic learning for all English learners. We will be adopting the SIOP Model for our model of instruction and thus will be conducting weekly professional development sessions throughout the school year on implementation strategies for all of our teachers. Finally, we have a professional development coach from the Lehman College New York City Writing Project working with all of our teachers but a particular focus on our teachers that are working with the students being supported with Title III funds.

Section III. Title III Budget

School: Liberty High School

BEDS Code: 31

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)	\$ 54,160.00	The Title III funds will be used to fund our ESL, NLA, Global History teachers' salaries. The reduced class size and double periods will supplant the students programs.
Purchased services	Not applicable	
Supplies and materials	Not applicable	
Educational Software (Object Code 199)	Not applicable	
Travel	Not applicable	
Other	Not applicable	
TOTAL	\$ 54,160.00	

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.

We assess our written translation needs and oral interpretation needs at the time of admission of our students. The data is recorded so that at all times we are aware of languages of our students. Additionally, we are able to run reports through ATS to determine accurate and up-to-date information. It should be noted that our students' languages are a driving force in our school community.

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.

As we are a school designed for English Language Learners it is a part of our daily operations. Our finding for the 2010-2011 school year indicates that we have students that speak nearly thirty languages. Our main languages include Spanish, Chinese, Polish, Arabic, and French.

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.

In addition to English, all written correspondence that is sent home to families is translated into our six major languages. The major languages include Spanish, Chinese, Polish, French, Polish, and Arabic. We have teachers, paraprofessionals, family workers, guidance counselors, a college advisor, school aides, and administrators that are proficient in the aforementioned languages. In the event we need to provide additional translations we reach out to CBO's as well as the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians we know we must automatically provide written translations of all correspondence.

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.

Our students come from fifty plus different countries and speak approximately thirty different languages. As previously stated, the major languages of our students include Spanish, Chinese, Polish, Arabic, French, and Haitian Creole. We have teachers, paraprofessionals, family workers, guidance counselors, college advisor, social worker, psychologist, school aides, and administrators that are proficient in the aforementioned languages. We provide oral interpretation for our parent and guardians through our staff members and at times our parent and student volunteers. In the event we need additional oral interpretation we reach out to CBO's as well as the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians is automatically interpreted into different languages.

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>.

Our school fulfills Section VII regarding parental notification requirements for translation and interpretation by:

- **Providing our parents and guardians whose primary language is covered with a copy of the Bill of Parent Rights and Responsibilities which includes their right regarding translation and interpretation services. These documents are those that are provided at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.**
- **Posting signs in our lobby in various languages indicating the availability of interpretation services. These documents are those that are provided at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.**
- **Ensuring an open door policy for all parents and guardians.**
- **Providing all parents/guardians signage and forms translated in their native language.**
- **Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website.**
- **Providing all parents/guardians information in their native language through our phone messaging system.**

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 296,581.00	\$ 188,424.00	\$ 485,005.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 2,966.00	\$ 1,884.00	\$ 4,850.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 14,829.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 29,658.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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 & SCHOOL-PARENT COMPACT



Department of
Education

Joel I. Klein, Chancellor

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Melodee A. Khristan
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SCHOOL PARENTAL INVOLVEMENT POLICY

Part I – GENERAL EXPECTATIONS

Liberty High School agrees to implement the following statutory requirements:

- Liberty High School will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118 – Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Liberty High School will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 – *State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Liberty High School will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- Liberty High School will carry out programs, activities, and procedures in accordance with this definition of parental involvement:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities—*
 - *that parents play an integral role in assisting their child’s learning;*
 - *that parents are encouraged to be actively involved in their child’s education at school;*
 - *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*

- *the carrying out of other activities, such as those described in Section 1118 – Parental Involvement of ESEA.*

Part II- DESCRIPTIONS OF HOW LIBERTY HIGH SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Liberty High School will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – *Local Educational Agency Plans* of the ESEA:
 - a. We will invite parents to join the district parent committee.
2. Liberty High School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - a. We will invite parents to join our school leadership team and our PTA.
3. Liberty High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental strategies under the following other programs:
 - a. English Language Learners and family literacy.
4. Liberty High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:
 - a. Information will be translated into the major languages of our parents for better communication.
 - b. Information will be interpreted into the major languages for our parents at various meetings and conferences.
5. Liberty High School will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. Liberty High School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. Achieving higher standards, Regents exams, diploma requirements
 1. Orientation meetings will take place at strategic times of the year. The information will be geared to a specific grade.
 - b. Liberty High School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - i. Providing parents/guardians with same access in the evening. We will continue to provide family literacy for our parents/guardians through ESL classes.

- c. Liberty High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - i. Continuing to encourage our parents/guardians to become active members of our school community. We will model how to become actively involved in school.
- d. Liberty High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - i. Continue to expand our Parent Resource Center so that it becomes part of the parent/guardian school community.
- e. Liberty High School will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including formats upon request, and, to the extent practicable, in a language that parents can understand:
 - i. We will continue to utilize the expertise of our staff members. A majority of our teachers, guidance counselors, paraprofessionals, administrators, and school aides share the same languages and cultures of parents/guardians thus making it easier to provide materials in our families' native language.

Part III- DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- Liberty High School agrees to implement the following discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118 – *Parental Involvement- (e)Building Capacity for Involvement* of the ESEA:
 - Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - Training parents to enhance the involvement of other parents;
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times;
 - Adopting and implementing model approaches to improving parental involvement;
 - Participating in a District Parent Advisory Council to provide advice on all matters related to parents involvement in Title I, Part A programs; and
 - Providing other reasonable support for parental involvement activities under Section 1118 – *Parent Involvement*, as parents may request.

Part IV- ADOPTION

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2010-2011 school year. This policy was reviewed and updated by all parties involved at the Parent Teacher Association meeting in September 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

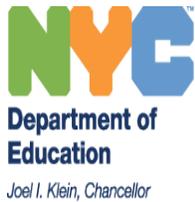
Melodee A. Kristan

Signature of Principal (on file)

September 30, 2010

Date

School-Parent Compact:



LIBERTY HIGH SCHOOL

The New York City Department of Education
250 West 18th Street. New York, New York
PHONE: (212) 691-0934 FAX: (212) 727-1369



Ronald Sharkey
AP Organization

Melodee A. Khristan
Principal

Carlos M. Carmona
AP Instruction

SCHOOL PARENT COMPACT

Liberty High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2010-2011.

Part I- REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Liberty High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement Standards as follows:
 - All courses are aligned to meet NYC and NYS Standards in all core areas.
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held as follows:
 - Thursday, October 28, 2010 5:00-7:30 PM
 - Friday, October 29, 2010 12:20-2:20 PM
 - Thursday, March 17, 2011 5:00-7:30 PM
 - Friday, March 18, 2011 12:20-2:20 PM

- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Fall term 1st report card will be sent to the parents by mail.
 - Fall term 2nd report card will sent to the parents by the students and by mail.
 - Fall term final report card will be sent to the parents by mail.
 - Spring term 1st report card will be sent to the parents by mail.
 - Spring term 2nd report card will sent to the parents by the students and by mail.
 - Spring term final report card will be sent to the parents by mail.
 - Communication between guidance counselors and parents/guardians will be ongoing.
 - All parents/guardians will have access to ARIS.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During parent/teacher conferences as stated above.
 - Please call the teacher to set up an appointment for a special conference.
 - Please call the guidance counselor to set up an appointment for a conference.

- Provide parents opportunities to volunteer and participate in their child’s class and observe classroom activities as follows:
 - Contact the teacher directly by telephone or note.
 - Contact the assistant principal to set up an arrangement.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children’s learning in the following ways:

- Supporting my child’s learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring my child’s attendance;
 - Talking with my child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed; and
 - Monitoring the amount of television, computer, and electronic games my children participate in.

- Volunteering in my child’s classroom;
- Participating, as appropriate, in decisions relating to my child’s education;
- Promoting positive use of my child’s education and communicating with the school with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work, and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences of negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school’s district policy;

- Express high expectations and offer praise and encouragement for achievement;
- Encourage my child to participate in after school, extended day, Saturday Academy, and summer school programs.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high Standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, paper, etc.;
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;
- Ask for help when we do not understand;
- Do our homework every day and ask for help when we need to;
- Study for tests and assignments
- Read at least 30 minutes every day outside of school time;
- Read at home with our parent/guardian;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsibility for our welfare, all notices and information we receive at school every day; and
- Participate in after school, extended day, Saturday Academy, and summer school.

Part II- ADDITIONAL SCHOOL RESPONSIBILITIES

Liberty High School will:

- Involve all parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs and will encourage them to attend;
- Provide information to parents/guardians in an understandable and uniform format including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand;

- Provide to parents/guardians of participating children information in a timely manner about Title I, Part A programs that include a description of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet;
- On the request of parents, provide opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least English language arts and mathematics; and
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part III- ADOPTION OF SCHOOL PARENT COMPACT

- This School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2010-2011 school year. This Compact was reviewed and updated by all parties involved at the Parent Teacher Association meeting in September 2010. The school will distribute this Compact to all parents of participating Title I, Part A children on or before September 30, 2010.

Melodee A. Khristan, Principal: *Melodee A. Khristan (signature on file)*

Josefina Lucino, Parent: *Josefina Lucino (signature on file)*

Yeisly Reyes, Student: *Yeisly Reyes (signature on file)*

Date: *September 30, 2010*

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

The Liberty High School Leadership Team and school community used a variety of methods to review the school's program and student achievement. The constituents of the various teams looked at a variety of quantitative and qualitative data. The needs assessment included a review of the following indicators:

- The New York State Report Card for the past three years;
- ARIS reports;
- PSAT and SAT scores;
- ATS reports; including
 - LAB-R results
 - NYSESLAT results for the past four years
 - Looking at patterns and trends of
 - Number of years of schooling at Liberty
 - Grade breakdown for each of the modalities of reading, writing, speaking, and listening
 - All sub-groups
 - Attendance
 - Percentage breakdown on yearly, monthly, weekly, and daily basis
 - All subgroups
 - School wide
 - Grade
 - Ethnicity
 - Gender
 - Language
 - Age
 - School Climate
 - Discipline referrals made by teachers
 - Suspensions
 - Graduation Reports
 - Percentage/number of students graduating in 4, 5, and 6 years

- Type of diploma students were receiving
 - Breakdown of subgroups
 - Analysis of where students first began at Liberty
 - Free-standing ESL
 - Bilingual
 - SIFE
- Title I eligibility reports
- AIS reports and connection to student progress
 - Student need and eligibility
 - After school
 - During school
 - Saturday Academy
 - Summer School
- HSST reports
 - Student transcripts for each grade
 - Student report cards for both semesters
 - Analysis of students with more than one failure, two failures, three failures, etc.
 - Scholarship Analysis Reports
 - Analyzed by subgroups
 - Analyzed by teacher
 - Analyzed by course
 - Analyzed by department
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by grade
 - Mark Analysis Reports
 - Analyzed by subgroups
 - Analyzed by teacher
 - Analyzed by course
 - Analyzed by department
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by grade
 - Regents Exams Reports
 - Analyzed by subgroups
 - Analyzed by breakdown of grades
 - Analyzed by gender
 - Analyzed by ethnicity
 - Analyzed by language of students
 - Analyzed by students' native country
- Learning Surveys
 - Analysis of parents' responses
 - Analysis of teachers' responses

- Analysis of students' responses
- In-house surveys of staff, parents, and students
 - Professional development needs for teachers and support staff
 - Workshop requests for parents and guardians
 - Student needs for academics, extracurricular desires, and future dreams

The information gathered from the needs assessments was shared with teachers, support staff, parents, students, and administrators at faculty conferences, professional development sessions, department conferences, house meetings, PTA meetings, faculty advisory committee (FAC) meetings, and School Leadership Team meetings. The findings of our comprehensive needs assessment throughout the course of the school year yielded in the identification of the following school wide priorities for improving student performance and progress:

- We have been identified as not making Adequate Yearly Progress (AYP) in ELA and mathematics. We have been identified as meeting AYP in graduation rates, however; we believe it is imperative to our school holistically as we are prioritizing our need to improve various aspects of our school.
- A review of our achievement data for the past four years indicates a slight downward decline in literacy for all courses. We need to focus on improving student performance in literacy for all students in all subgroups across the curriculum in all grade and courses. The data indicates that the curricula that we have in place needs to reviewed, evaluated, and updated. We have identified this as a school wide need.
- A review of our achievement data for the past five years indicates a considerable downward decline for mathematics in the lower level math courses. It is apparent that once our students achieve success in building the foundations of mathematics they are able to move on to higher level mathematics with greater success. We find that approximately 80% of our students enter Liberty at least two years below grade level in math.
- A review of our achievement data for the past three years indicates a continued downward decline for social studies for students in the tenth grade. It appears that ninth grade students are passing their global history courses, however; once students move on to the tenth grade they hit a hurdle. The data indicates that our Spanish-speaking students have the lowest passing rates on the Global History and Geography Regents exams even though they have the advantage of taking the exam in their native language. We have confirmed that the United States History courses are extremely challenging for our students because of the time constraint of taking the course in the eleventh grade and not having been exposed to the information prior to that time.
- A review of our achievement data for the past three years indicates an up and down passing rate for our Living Environment courses as well as the Living Environment Regents exams. We have found that our students' background knowledge in the sciences is very weak. However, our data indicates that many more students are requesting as well as enrolling in chemistry and physics courses once they successfully complete the living environment sequence.
- A review of our overall data concerns us in that as more and more of our students are required to achieve at least a 65 or higher on their Regents exams to graduate the amount of time to be successful will increase. This translates into a longer timeframe for students not being able to graduate. The data that we have now indicates that only half of our students are earning a Regents diploma or higher. The other half of our students is earning a local diploma.

- Our school community agrees that it is imperative that we focus on technology as a school wide project. We have infused technology in our school in some areas but we are at a critical point in time where we need to ensure that our students are prepared for success in a society that relies on technology. We need to put together a long-term plan to address the needs of our students and teachers.
- Our findings revealed a need to continue to engage in curriculum mapping and program alignment processes. We need to guarantee that we are providing a robust comprehensive education program, which supports quality instruction first and additional learning opportunities in all critical areas that enables all of our students to meet State Standards and now the Common Core Standards that are being introduced. We do not want to offer our students just the basics; we believe it is our sense of duty to do whatever it takes to provide our students with a top-notch education that keeps pace with the elite schools.
- We have found that our classroom libraries and library at-large are quite inadequate to meet the ever-changing needs of our students. As our school has changed from a one-year transitional ninth-grade program into a four-year diploma bearing high school our need for a wider range of books as well as reference and research materials is evident. Our student population has shifted over the past few years and the libraries that we originally put into our classrooms and library at-large reflects that of the past and not of the students that we are serving today. We clearly need to add books and materials that represent our students' backgrounds, cultures, languages, and interests.
- We have determined that it is imperative for our school community to continue to strive for a sense of "family" and that in order to achieve that goal we need to focus on two distinct aspects. The first aspect being our student body embracing a culture of togetherness and the second aspect being our staff embracing a positive team approach to school-wide behavior management in creating a positive climate. It is clear to us, although we have a small student body, the student body encompasses massive individual beliefs about culture, language, ideas, etc., and since Liberty High School is their first exposure to others that are different it is the ideal time to build community.
- We have determined that our students are inadequately prepared for school on a daily basis. By that we mean that generally our students do not have the materials and tools necessary. Indeed our students have the basics but it is not enough for them to be successful.
- We have found that we need to provide our students with a variety of options to successfully complete graduation requirements. Our students are older than average for grade level as well as under credited. As we are now it is not possible or realistic for all of our students to graduate in the traditional manner of four years. We need to provide other avenues for student success. We need to continue our extensive academic intervention services that occur during the school day, after school, on Saturdays, and during the summer.
- There has been a remarkable increase in the number of over-age students from all language backgrounds that have been identified as having weak academic backgrounds in all content areas. Our African students, speaking various dialects, have been coming to school with lower skills in mathematics but tend to progress at a fair rate. Our Chinese-speaking students have consistently performed well in math, however; we have noticed an increase in the number of students that are not as adequately prepared as in the past. The majority of our Arabic-speaking students arrive with severe literacy and numeracy issues. Our Spanish-speaking students are arriving with more interrupted formal education.

- Professional development is a monumental task that we need to embrace for all of our teachers, administrators, and support staff in order to be successful with the next stage of moving our school to meeting the needs of our entire school community. We need to focus on initiatives that are school wide as well as meeting the needs of individuals and small groups of teachers, administrators, and support staff; including department, grade, and house needs.
- With different learning styles, primary languages, and instructional levels, our students present a wide range of skill levels and instructional needs, often within the same classroom. Currently we do not have any software programs that are targeted specifically for teaching English skills in our English as a Second Language (ESL) or our content area classes. Teachers have reported that our students gravitate towards using technology, however; frequently because they lack the language skills and background to understand and navigate the general software that is currently available in the classroom our students do not receive the technology that they should be receiving. It is clear that these students require technology that focuses on language learning and facilitates learning in a non-threatening environment. The teachers and the administrative staff have expressed the need for ELL-specific software that will reach every English language learner, regardless of learning style, primary language, skill level, or content area.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction 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.

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

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

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.
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.
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.
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.

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 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.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			296,581.00	✓	
Title I, Part A (ARRA)	Federal	✓			188,424.00	✓	
Title II, Part A	Federal			✓			

Reminder: 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.

Note: 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.

Title III, Part A	Federal	√			54,060.00	√	
Title IV	Federal			√			
IDEA	Federal		√				
Tax Levy	Local	√			2,473,053.00	√	

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: SINI II **SURR³ Phase/Group (If applicable):** _____

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

- 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 years, please include the findings from that process in your response for this section.
 - **According to the NCLB/SED accountability status we have been identified as not making Adequate Yearly Progress (AYP) in ELA and mathematics. We have been identified as meeting AYP in graduation rates.**
 - **A review of our achievement data for the past four years indicates a slight downward decline in literacy for all courses. We need to focus on improving student performance in literacy for all students in all subgroups across the curriculum in all grade and courses. The data indicates that the curricula that we have in place needs to reviewed, evaluated, and updated. We have identified this as a school wide need.**
 - **A review of our achievement data for the past five years indicates a considerable downward decline for mathematics in the lower level math courses. It is apparent that once our students achieve success in building the foundations of mathematics they are able to move on to higher level mathematics with greater success. We find that approximately 80% of our students enter Liberty at least two years below grade level in math.**
- 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.
 - **The sub-groups that were identified as not making AYP include all students, English Language Learners,**

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.

We provide our teachers with professional development through different means. We have weekly workshops after school for our math teachers and ESL/ELA focused on curriculum development. We have a Lehman College New York City Writing Project coach working with teachers on a weekly basis. We have brought on board a new assistant principal of instruction with a strong background in ESL and mathematics. He will provide on-going professional development to our teachers on a daily basis as needed.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have one new teacher for the 2010-2011 school year. The teacher will work with one of our experienced teachers. The two will meet on a daily basis. They will visit each other's classes. They will also meet after school one to two times per week as needed. Additionally, the new teacher will be given the opportunity to partake in QTEL professional development workshops and any other professional development workshops offered. Our assistant principal of instructional and principal will provide on-going support.

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.

Our students come from fifty plus different countries and speak approximately thirty different languages. As previously stated, the major languages of our students include Spanish, Chinese, Polish, Arabic, French, and Haitian Creole. We have teachers, paraprofessionals, family workers, guidance counselors, college advisor, social worker, psychologist, school aides, and administrators that are proficient in the aforementioned languages. We provide oral interpretation for our parent and guardians through our staff members and at times our parent and student volunteers. In the event we need additional oral interpretation we reach out to CBO's as well as the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians is automatically interpreted into different languages.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

Not applicable for Liberty High School

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/ronlyres/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.)
 1. **Currently there are two Students in Temporary Housing that are attending our school.**
2. Please describe the services you are planning to provide to the STH population.
 1. **We provide the following services for Students in Temporary Housing:**
 1. **Our guidance counselors, social workers, senior neighborhood worker, and teachers work closely with the students to determine their academic, emotional, social, and physical needs.**
 2. **We have school supplies in supply and ready as needed.**
 3. **We have clothing and warm winter apparel in supply and ready as needed.**
 4. **We make sure the students have breakfast and lunch while in school.**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM

#6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Liberty High School Academy for Newcomers					
District:	2	DBN:	02M550	School		310200011550

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	126	173	125				
Grade 10	92	90	127				
Grade 11	97	80	72				
Grade 12	95	75	77				
Ungraded	0	2	0				
Total	410	420	401				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.7	86.5	92.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	79.5	94.9	94.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	8	33

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	194	19	105

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	6	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	9	11	11				

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	60	194	TBD	Number of Teachers	38	37	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	10	8
# receiving ESL services only	196	186	TBD	Number of Educational Paraprofessionals	2	2	3
# ELLs with IEPs	0	10	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
	104	108	223	% fully licensed & permanently assigned to this school	92.1	97.3	97.0
				% more than 2 years teaching in this school	81.6	89.2	97.1
				% more than 5 years teaching anywhere	73.7	81.1	94.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	94.3
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	96.7	95.7	96.6
Black or African American	17.8	16.4	18.0				
Hispanic or Latino	34.1	37.1	39.2				
Asian or Native Hawaiian/Other Pacific	28.8	29.3	29.9				
White	18.8	15.2	12.5				
Male	62.4	61.0	58.1				
Female	37.6	39.0	41.9				

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	

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	v	53
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				v	v	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				X	v	
Economically Disadvantaged				X	v	
Student groups making				1	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	72.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	16.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	43.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

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 02	School Number 550	School Name Liberty High School
Principal Melodee A. Khristan		Assistant Principal Carlos M. Carmona	
Coach Chris Lozano/ESL		Coach	
Teacher/Subject Area Jeff Conway/ESL		Guidance Counselor Robert Ball	
Teacher/Subject Area Clara Rivera/ESL		Parent Fausto Urena	
Teacher/Subject Area Pedro Leon/NLA Spanish		Parent Coordinator Mercedes Fernandez (med leave)	
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	16	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	412	Total Number of ELLs	412	ELLs as Share of Total Student Population (%)	100.00%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

ELL Identification

1. The following steps are followed for the initial identification of those students who may possibly be ELLs:
 - a. Home Language Identification Survey (HLIS). All of our students are initially interviewed and identified by our bilingual guidance counselors, principal, bilingual assistant principals, ESL teachers, and/or bilingual teachers. It is during the initial interview session that we determine whether or not our school is the proper placement for our students. All of our new admits are identified as those that are newly-arrived non-English speaking immigrant students entering the ninth grade. Once it is determined that a prospective student is an ELL the parent/guardian completes the Home Language Identification Survey with the assistance of trained bilingual teachers. This includes an oral interview in English and in the native language. The LAB-R is administered to the students within the first ten days of being admitted to Liberty High School.
 - b. The persons responsible for administering the LAB-R tests are English as Second Language (ESL) teachers and/or bilingual teachers all of whom have been trained in implementing the test.
 - c. The steps that are taken to annually evaluate our ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) include the following:
 - i. We participate in professional development activities that are offered through various entities including but not limited to the Office of English Language Learners at the New York City Department of Education, BETAC, and our Network support system.
 - ii. We then provide professional development activities to all of our ESL teachers in preparing students for the NYSESLAT as well as the procedures in administering the NYSESLAT.
 - iii. We identify and train a team of four ESL teachers to administer the speaking portion of the NYSESLAT.
 - iv. We identify and train a team of six ESL teachers to correct the writing portion of the NYSESLAT.
 - v. All of our non-proficient ELL students are tested on the reading, writing, and listening portions of the NYSESLAT in their ESL classes.
 - vi. We share and analyze the results of the NYSESLAT with all teachers including ESL, NLA, and content areas.
2. The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
 - a. Process—Our parents/guardians are explained the three program choices during the initial interview session. The three program choices are explained by a bilingual guidance counselor, bilingual assistant principal or bilingual teacher. In the event a parent/guardian does not speak the language that our pedagogues speak we request the assistance of translators through the use of our educational paraprofessionals, bilingual school aides, outside agencies, or the translation unit provided by the NYCDOE. We also provide parents with the showing of the parent video for making a choice for the child/children. Finally, we offer several parent/guardian orientation sessions where information is provided to parents/guardians about our school and programs.
 - b. Outreach Plan—In the event parents/guardians feel that Liberty High School would not meet the needs of their child/children we actively reach out to enrollment centers and other schools that can better meet their needs.
 - c. Timelines—In general, our entire admissions process is centered around newly-arrived non-English speaking immigrant students, therefore every step is carefully planned out with parents/guardians and students in order to accomplish all that is required for our students to be admitted into our school and placed into the most appropriate classes based on parent/guardian and student choice and results of our placement tests in English and math, and the LAB-R.
3. The following structures are in place to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. All of our admissions folders for new students are assembled with all necessary documents by various native languages. As parent/guardians and students arrive to our school and are interviewed by guidance counselors all the entitlement letters, Parent Survey forms, and the Program Selection forms are filled out and completed. In the event additional time is needed for the family to make a decision our administrators and/or guidance counselors follow-up. This is extremely rare for us. In general, our families make their decision during the interview process. The three program choices are clearly explained to parents/guardians and students. The explanation includes the process, outreach plan, and timelines for each. It is during this time that the video of program choices are reviewed by parents/guardians and students.
4. The following criteria is used and procedures are followed in placing ELL students in bilingual or ESL instructional programs;
 - a. Guidance—as described earlier all of our prospective students and their parents/guardians are interviewed extensively during the admissions period. The bilingual counselors, bilingual teachers, bilingual administrators, and bilingual support staff participate in this endeavor.
 - b. Consultation/communication activities with parents in their native language—in the event we have prospective students whose native language is one that is a part of the languages spoken by our faculty members we reach out to outside agencies for assistance.

All documents and correspondence that we send to parents are translated into the major languages of student body.

5. After reviewing the Parent Survey and Selection forms for the past few years, the trend in program choices that parents have requested include the following:

- a. 9th grade Spanish-speaking and Chinese-speaking students request TBE (about 10% of Spanish-speaking and 10% of the Chinese-speaking students request Freestanding ESL. We are finding the number of Spanish-speaking and Chinese-speaking students requesting Freestanding ESL is increasing.
 - b. 9th grade students speaking all other languages including French, Arabic, Polish, Haitian Creole, Korean, and Russian almost exclusively request Freestanding ESL instruction.
 - c. 10th, 11th, and 12th grade students of all native languages tend to exclusively request Freestanding ESL instruction.
6. The program models offered at our school are aligned with parent requests. In fact, we are finding that more and more of our parents/guardians are requesting Freestanding ESL for their children after their first year of school. We continue to monitor the requests of parents/guardians closely in the event we need to make changes.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	21	10	3	3	37
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	15	10	8	8	41
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	36	20	11	11	78

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	366	Newcomers (ELLs receiving service 0-3 years)	340	Special Education	12
SIFE	100	ELLs receiving service 4-6 years	24	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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	42	18	1	6	2	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	298	72	3	18	8	0	2	2	0	318
Total	340	90	4	24	10	0	2	2	0	366

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	54	56	8	6	124
Chinese	0	0	0	0	0	0	0	0	0	23	19	2	1	45
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	77	77	10	7	171								

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	0	0	0	0	0	0	0	0	0	6	15	6	6	33
Chinese	0	0	0	0	0	0	0	0	0	5	11	10	19	45
Russian	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Bengali	0	0	0	0	0	0	0	0	0	3	3	1	2	9
Urdu	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Arabic	0	0	0	0	0	0	0	0	0	19	12	7	6	44
Haitian	0	0	0	0	0	0	0	0	0	2	0	1	1	4
French	0	0	0	0	0	0	0	0	0	17	12	14	12	55
Korean	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	5	4	7	8	24
Albanian	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Other	0	0	0	0	0	0	0	0	0	0	2	0	0	2
TOTAL	0	58	63	48	54	223								

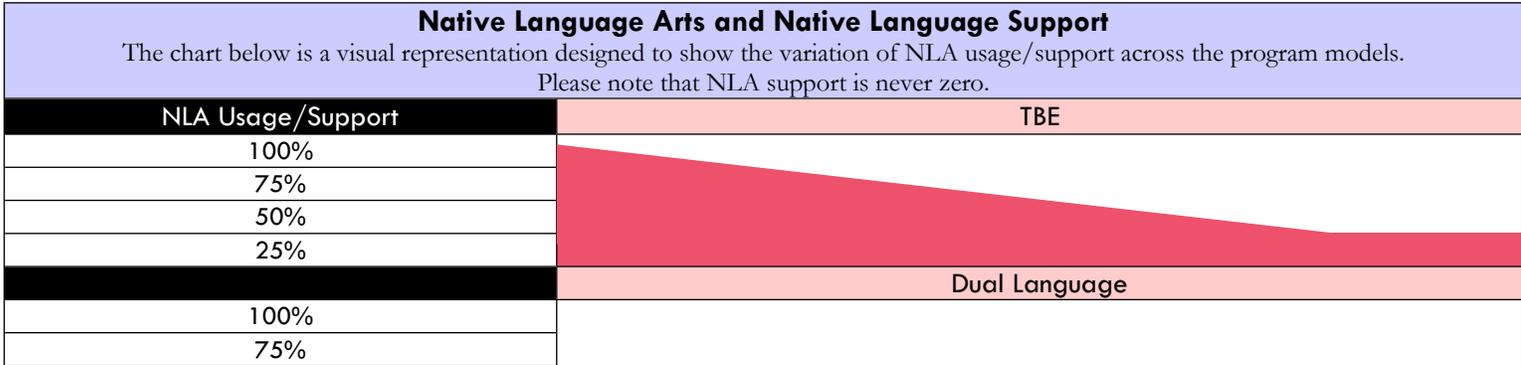
Part IV: ELL Programming

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.

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

ELL Programming

1. Instruction is delivered by the following models.
 - a. The organizational models that are used include departmentalized, push-in, and self-contained.
 - i. All instruction in our core content areas is departmentalized. We have the following departments: ESL, English, math, social studies, science, physical education/health, Native Language Arts, the Arts, and special education. We also have a small push-in program whereby our ESL teachers support our content area teachers. Finally, we have a school wide self-contained model whereby all students are programmed for ESL.
 - b. The program models that are used in our school include block, heterogeneous, and homogeneous.
 - i. The students that are in our block programs are our SIFE students. We have three block programs that support our SIFE students. The first includes our Spanish-speaking students who travel together for instruction in their native language in social studies, math, NLA, and science. They also travel together for ESL instruction. We also have two other block programs that support our other than Spanish-speaking students that have been identified with literacy and numeracy issues as well as being at least two years behind in their academic studies. The lower level Freestanding ESL SIFE block extensively supports our students in ESL instruction in English, math, science, and social studies. The higher level Freestanding ESL SIFE block extensively supports our students in ESL instruction in English, math, and social studies, as well as

supports the science, social studies, and math teachers in ESL.

ii. The students that are programmed in heterogeneous classes are those in content areas beginning in the 10th grade. All 10th, 11th, and 12th graders are programmed in their core content areas of English, math, social studies, and science. By heterogeneous we mean ESL levels may range from ESL 1 up to ESL 8.

iii. The students that are programmed in homogeneous classes are those that are in the SIFE classes and all ESL classes. All our ESL classes are leveled for instruction.

2. The organization of our teachers ensures that the mandated number of instructional minutes is provided according to proficiency levels in TBE and ESL by programming students according to results of the LAB-R, yearly NYSESLAT, and parent/guardian choice.

a. ESL, ELA, and NLA instructional minutes are explicitly delivered in each program model as per CR Part 154 by following the results of assessment of students from the LAB-R, yearly NYSESLAT, and parent/guardian choice. Our master program is set up as such that the daily, weekly, monthly, and semester minutes are calculated so as to ensure the proper number of minutes is being provided in each area.

3. Content areas are delivered in each program model by the following languages, and instructional approaches and methods in order to make content comprehensible to enrich language development.

a. Languages—Spanish and Chinese Native Language Arts are offered to our students. Our Spanish-speaking and Chinese-speaking students have the opportunity to take their content area classes with native language support. In the event we have an increase in the number of students in a particular native language on grade level (20) we would implement a TBE program for those students. For example, we have a Polish Native Language Arts teacher that is also certified as an ESL teacher and is available to offer Polish NLA if the need arises.

b. Instructional approaches and methods—We are in the process of implementing the Sheltered Instruction Observation Protocol (SIOP) Model as a school wide initiative. We decided to study and implement the SIOP Model in order to provide our students with continuity of best practices on all grade levels in all courses. We have also participated in QTEL professional development sessions as a part of our school wide plan for instruction. 100% of our faculty has participated in a series of professional development sessions for both the SIOP Model and QTEL.

4. We differentiate instruction for the following subgroups by

a. SIFE—As described earlier our SIFE students are programmed in a block program for their first two years of study at Liberty. They are continually assessed to determine their growth patterns and needs for intervention. After the first two years our SIFE students are then mainstreamed into our regular courses where they are continued to be monitored. There are ELLs in all mainstream courses.

b. ELLs in the US less than three years—all of our students are given an in-house placement test in English and math so they are programmed in a program that meets their unique academic needs. Virtually all of our students enter Liberty High School in the ninth grade. In general, all of our students are newly-arrived non-English speaking students and are thus supported in their courses on a continual basis.

c. ELLs receiving service 4-6 years—in general this particular group would be our seniors. All students receive at least a double-period class of ESL instruction each day.

d. Long-term ELLs—We provide additional ESL services that help support the students in language acquisition. Our long-term ELLs have access to academic intervention services during the day as well as tutoring and after school programs.

e. Special needs ELLs—We have a special education teacher that is trained in ESL methodologies and strategies. The special education teacher provides SETTS services to our students as we see they need additional academic support. Students that we identify as needing additional support are programmed for resource room with the special education teacher until he/she is back on target and is able to successfully continue in all of his/her classes. The special education teacher also pushes in to a number of classes when we determine there is a need to provide additional support to the content area and ESL teachers.

5. Our targeted intervention programs for ELLs in content areas as well as languages offered include the following

a. ESL/ELA--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Wilson Reading and RIGOR for low level literacy. We have a literacy program that provides additional periods of ESL.

b. Mth--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.

c. Social studies--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.

d. Science--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. Our science lab is open after school for student support.

6. Our plan for continuing two years of transitional support for ELLs reaching proficiency on the NYSESLAT includes the following
7. The following new programs and improvements are being implemented for the school year. We have adopted the Sheltered Instructional Observation Protocol (SIOP) Model for our entire faculty. We have decided that it was important for our school community to be speaking the same language when it comes to our students.
8. We are not discontinuing any programs or services for our ELLs.
9. Our ELLs are afforded equal access to all school programs by the mere fact that our entire student body is made up of ELLs. Although students become proficient in English everything we plan and implement are for ELLs whether they are considered a beginner, intermediate, advanced, or proficient in English.
10. The following materials, including technology, are used to support our ELLs
 - a. Content and language materials--our textbooks meet the needs of English Language Learners, we utilize Rosetta Stone, Destination Math, Rigor, NorthStar, etc.
11. Native language support for our students in TBE and ESL is delivered in the following ways
 - a. TBE--we offer our core content areas to students in Spanish and Chinese.
 - b. ESL--most of our students are able to be supported by one of our faculty/staff members who speak the native language of the student. Additionally, we have various software programs in different languages.
12. Yes, all required services support and resources correspond to our ELLs' ages and grade levels. We are very cognizant of ensuring that our students receive services that explicitly geared for individual needs.
13. Our schools offer the following activities in assisting our newly enrolled students before the beginning of the school year. We offer summer school to students that register in a timely fashion either at the end of the school year, at the beginning of the summer break, or at the beginning of our summer school session.
14. We offer Spanish as a language elective to our ELLs.

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)?

Not applicable for Liberty High School.

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.

1. Our professional development plan for all ELL personnel at our school includes the following:
 - a. All members of our school receive professional development services. Our professional development plan includes the following members of our school community:
 - i. Administrators including—Principal and assistant principals
 - ii. all teachers including—ESL, English, bilingual, math, science, social studies, science, special education, physical education, art, and music
 - iii. Specialty staff—including our bilingual guidance counselors, college advisor, social workers, psychologist, speech therapist, literacy coaches, and vision specialist.
 - iv. Support staff—educational paraprofessionals, school aides, senior neighborhood family worker, and secretaries.
2. We support our staff in assisting ELLs as they transition from middle to high school by the following:
 - a. We provide workshops on the unique needs of ELLs as they transition from a middle school setting from a different country into high school in America.
3. We provide the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. by the following:
 - a. All of our professional development plans are focused on English Language Learners. Our school community meets on a weekly basis throughout the school year. The focus for the 2010-2011 school year is on the implementation of the SIOP Model in all classes, in all

grades.

- b. We encourage all of our teachers to participate in workshops offered by the NYCDOE ELL Office including QTEL series of workshops for ESL teachers, native language arts teachers and content area teachers.
- c. We encourage our teachers to attend workshops provided by BETAC. As well, we invite specialists from BETAC and host workshops on topics that are of particular significance for our school community in working with ELLs.
- d. We keep sign-in sheets, agendas, hand-outs, etc., for all professional development activities that our school community participates in.

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?

1. Parent involvement in our school includes a parent resource center that was set up by our parent coordinator, an active Parent Association that meets monthly, an active Parent Leadership Team that meets on a monthly basis, ESL classes for our parents and guardians, parent-student workshops held during the day as well as after school and on Saturdays.
2. We partner with the following agencies and Community Based Organizations in providing workshops and services to our ELL parents:
 - a. The Door, Chelsea Ryan Health Center, More Art, Charles B. Wang Health Center, and the New York City Bar Justice Department.
3. We evaluate the needs of our parents by analyzing the results of the NYCDOE Learning Survey, talking to our parents during our monthly Parent Teacher Association meetings and talking to our parents at our monthly School Leadership Team meetings. Additionally, we get feedback from our parents through phone conversations and direct school visits with teachers, guidance counselors, school aides, paraprofessionals, administrators, and our family worker.
4. The parent involvement activities that we offer our parents directly address the needs of our parents. We know we are addressing the needs of our parents because of the feedback we receive from them. The activities that we plan for parents/guardians are based on services and/or information that are important for the support of their children. We are always looking at additional ways of providing services for our parents/guardians.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	0	0	0	18			
	I	0	0	0	0	0	0	0	0	0	1			
	A	0	0	0	0	0	0	0	0	0	1			

	P	0	0	0	0	0	0	0	0	0	0			
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	18			
	I	0	0	0	0	0	0	0	0	0	1			
	A	0	0	0	0	0	0	0	0	0	1			
	P	0	0	0	0	0	0	0	0	0	0			

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	108	0	93	0
Math <u>Algebra</u>	109	33	94	25
Math <u>Geometry</u>	38	30	30	26
Biology	0	0	0	0
Chemistry	22	0	19	0
Earth Science	0	0	0	0
Living Environment	101	30	79	24
Physics	13	0	13	0
Global History and Geography	120	50	83	38
US History and Government	82	10	70	9
Foreign Language	5		5	
Other <u>Algebra 2</u>	30	0	24	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	13	32	11	23				
Chinese Reading Test	1	20	32	11				

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool that our school uses to assess the early literacy skills of our students includes an in-house oral interview and a written test. The written test includes a listening, reading, and writing portion.
2. We have revealed the following data patterns across proficiency levels on the LAB-R and NYSESLAT and grades
 - a. 9th grade—virtually all of our ninth graders score at the beginner level
 - b. 10th grade—the vast majority of our tenth graders score at the intermediate level
 - c. 11th grade—the majority of our eleventh graders score at the intermediate and advanced level with a few at the proficient level.
 - d. 12th grade—the majority of our twelfth graders score at the advanced level with a few at the proficient level.
3. Instructional decisions are affected by the patterns across the NYSESLAT modalities of reading/writing and listening/speaking by determining where our strengths and weaknesses fall. We know that our students fare much better on the listening and speaking modalities, therefore; our current instructional decisions include reading and writing across the curriculum.
4. In response to the following
 - a. After examining student results.
 - i. we have found the following results across proficiencies and grades
 1. 9th grade—virtually all of our ninth graders score at the beginner level
 2. 10th grade—the vast majority of our tenth graders score at the intermediate level
 3. 11th grade—the majority of our eleventh graders score at the intermediate and advanced level with a few at the proficient level.
 4. 12th grade—the majority of our twelfth graders score at the advanced level with a few at the proficient level.
 - b. As to faring in taking tests in English as compared to their native languages we have found that our students tend to take the global history and geography Regents exam in English and in their native language, however; our eleventh and twelfth graders prefer to take their Regents exams in English. We have found that our Chinese-speaking and Spanish-speaking students tend to do better in ninth and tenth grade using their native language.
 - c. Our school leadership team and teachers are using the results of the ELL Period Assessments by looking at the different grades and levels of ESL. We are in the process of updating our curriculum across all levels for ESL.
 - d. Our school is learning that reading and writing continues to be our biggest challenge about ELLs from the Periodic Assessments. Native Language is used to support our content area teachers.
5. Dual Language—not applicable to our school.
6. We evaluate the success of our programs for our ELLs by conducting a needs assessment across all areas of the school. We look at all sub-groups to determine our strengths and weaknesses. We analyze the results of the NYC Progress Reports and the New York State Report Cards.

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.

Additional Information

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		

	Other		
	Other		
	Other		