



**LONG ISLAND CITY HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 30Q450**  
**ADDRESS: 14-30 BROADWAY, LONG ISLAND CITY, NY 11106**  
**TELEPHONE: 718-545-7095**  
**FAX: 718-545-2980**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7**

**SECTION IV: NEEDS ASSESSMENT.....11**

**SECTION V: ANNUAL SCHOOL GOALS.....13**

**SECTION VI: ACTION PLAN.....14**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....22**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....23**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....27**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....31**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....33**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
CORRECTIVE ACTION, AND RESTRUCTURING.....45**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....50**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....51**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....53**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q450      **SCHOOL NAME:** LONG ISLAND CITY HIGH SCHOOL

**SCHOOL ADDRESS:** 14-30 BROADWAY, LIC, NY 11106

**SCHOOL TELEPHONE:** 718-545-7095      **FAX:** 718-545-2980

**SCHOOL CONTACT PERSON:** JEFFREY ENGEL      **EMAIL ADDRESS:** JENGEL3@SCHOOLS.NYC.GOV

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** IGNAZIO ACCARDI

**PRINCIPAL:** MARIA MAMO-VACACELA

**UFT CHAPTER LEADER:** KENNETH ACHIRON

**PARENTS' ASSOCIATION PRESIDENT:** ROBIN ODLUM

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      AMRITA PERSAUD

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** 94N202

**NETWORK LEADER:** VIVIAN SELENIKAS

**SUPERINTENDENT:** JUAN MENDEZ

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
MARIA MAMO-VACACELA	*Principal	
KENNETH ACHIRON	*UFT Chapter Chairperson	
IGNAZIO ACCARDI	Assistant Principal Chairperson, School Leadership Team	
ROBIN ODLUM	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
AMRITA PERSAUD DIANA KANDEFER	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
ROBIN ODLUM	*PA/PTA President	
JOHN GARVEY	Member/TEACHER	
PEGGY GORANITIS	Member/TEACHER	
ANITA O'BRIEN	Member/PA VICE PRESIDENT	
CRISA IGNATIADIS	Observer/Parent Coordinator	
WILLIAM C. BASSELL	Transformation Mentor Principal	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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Long Island City High School is a GREAT place to go to school! We received a B on the progress report and our score was among the highest of any Queens high school that does not pick all or most of its students. Also, we received a “Proficient” on our quality review in 2010 with many numerous “Well Developed” features. For the seventh year in a row, Long Island City High School is on Newsweek magazine’s prestigious list of the top 1600 high schools in the United States! We offer over thirty different Advanced Placement and Honors courses, and we offer full, exciting programs in art, music, theater, technology, and culinary arts. As well, our advanced electives in the sciences, mathematics, and the humanities continue to provide powerful experiences for our students. We offer complete sequences in seven different foreign languages, and our physical education program includes many selective classes, over twenty different teams, and we believe that all students should take a period of physical education/health daily. We are very proud to currently offer physical education classes to our students one period a day, five days a week. Our guidance department provides active counseling, and our full service college office seeks a great deal of scholarship money for students and assists them in getting accepted to selective colleges. Moreover we offer intensive academic support for students who need it. So, we continue to be a highly successful, excellent, safe school. We have also been named a “Noteworthy School” by Inside Schools.org, a division of Advocates for Children. These are great achievements and reflect the high quality education children receive at our school.

Long Island City High School was designated by the New York State Education Department as a “persistently low achieving” school because of our graduation rate. Our graduation rate is affected by the very small number of students with disabilities and students who are still learning English who have had education barriers to pass in the allotted four year time frame. Understandably, these students have concerns which prevent them from doing well on formal standardized state assessments, which impacts our graduation rate. Federal law requires that these students be included when determining a school’s classification.

For the next three school years, Long Island City High School has been labeled by New York City as a transformation mentor school because of the above mentioned deficiencies. As part of our transformation, William C. Bassell has been assigned the Transformation Mentor Principal to support and mentor Principal Vladimir Hurych in spearheading this new initiative. Long Island City High School received the SIG Transformation Grant to fund our educational initiatives and objectives. Furthermore, the school applied for and was awarded the Small Learning Communities Grant to

**2010-2011**

further assist the school's movement into a new educational approach. We have restructured all of our programs so that our ninth, tenth, eleventh and twelfth graders are in smaller learning communities. The Small Learning Communities have become a clear focus of our school. In addition, six master teachers were hired to be utilized for professional development and mentoring of teachers.

We are very proud that every student at Long Island City High School receives a high quality education which meets their needs and helps them grow tremendously. We continue to succeed at Long Island City High School in a high level academic environment. Furthermore, we are committed in ensuring that all students who graduate Long Island City High School are ready prepared and motivated to excel in their future college studies. In that way, our students gain the best of the personalization of a small school, as well as the richness and depth of offerings that only a large school can offer. Our expectations for all students are high, and our programs are rich and wide ranging.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Long Island City High School				
<b>District:</b>	30	<b>DBN #:</b>	30Q450	<b>School BEDS Code:</b>	343000011450

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					82.2	80.4	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.1	92.4	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					60.3	60.2	76.7		
Grade 8									
Grade 9	1059	913	1108	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	863	963	832	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	776	646	722		14	194	TBD		
Grade 12	613	663	606						
Ungraded	26	19	32	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	3337	3204	3300		128	122	47		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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	191	207	182	Principal Suspensions	101	124	TBD		
No. in Collaborative Team Teaching (CTT) Classes	144	146	157						

DEMOGRAPHICS							
Number all others	103	82	102	Superintendent Suspensions	23	46	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(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	317	412
# in Trans. Bilingual Classes	137	131	143	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	279	261	206	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	60	60	109	(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	201	193	TBD
				Number of Administrators and Other Professionals	85	83	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	15	12	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	200	202	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	97.6	99.0	TBD
American Indian or Alaska Native	0.1	0.1	0.2	Percent more than two years teaching in this school	88.5	88.9	TBD
Black or African American	13.6	13.9	12.7	Percent more than five years teaching anywhere	66.8	71.4	TBD
Hispanic or Latino	57.2	58.1	58.8	Percent Masters Degree or higher	85.0	90.0	TBD
Asian or Native Hawaiian/Other Pacific Isl.	16.2	15.7	15.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.8	97.2	TBD
White	12.9	11.7	11.8				
Multi-racial							
<b>Male</b>	51.8	52.4	51.9				
<b>Female</b>	48.2	47.6	48.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	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)		V	

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

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				V	V	V	63
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				V	V		
Hispanic or Latino				V	V		
Asian or Native Hawaiian/Other Pacific Islander				V	V		
White				V	V		
Multiracial							
<b>Other Groups</b>							
Students with Disabilities				X	X		
Limited English Proficient				X	V		
Economically Disadvantaged				V	V		
<b>Student groups making AYP in each subject</b>				6	7	1	

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	62.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

### **PERFORMANCE TRENDS:**

Despite being labeled a “persistently low achieving” school the trends at Long Island City High School continue to be extremely positive although there is work to be done. For the last three years in a row, the school received a “B” on the Progress Report. The New York State Report Card indicates that contains final August data showed that Long Island City High School performed in ELA and Mathematics as follows:

- ELA Performance Index
  - o All Students: 172
  - o Black or African American: 147
  - o Hispanic: 169
  - o Asian: 190 (Made AYP)
  - o White: 180 (Made AYP)
  
- Mathematics Performance Index
  - o All Students 169 ( Made AYP)
  - o Black or African American: 144
  - o Hispanic: 164
  - o Asian: 192 (Made AYP)
  - o White: 182 (Made AYP)

Other data sources used were the Progress Report data, scholarship reports for credit accumulation, ATS attendance data, ARIS groups, information from SLC meetings, RCOS from ATS re: Cohort Progress, and ARIS graduation tracker. The school has made

- The four year graduation rate needs to improve to at least 60% in order to meet new NYSED benchmarks.
- Additional support needs to be in place for SWD’s and ELL’s in order to raise achievement towards meeting AYP benchmarks.
- Credit accumulation can be strengthened to heighten progress towards graduation in four years.
- Regents preparation must be recast and improved in order for students to meet NYSED graduation requirements.
- Subgroup performance in SWD and ELL has a double effect, since a large percentage of the ELL students are Hispanic and black students makeup a higher proportion of SWD’s than they do in general education (Self Contained/CTT: 35% of SE pop; GE: 11%). Thus, student performance in the SWD and ELL subgroups has a disproportionate effect on the Hispanic and black subgroup performance.
- Attendance, with LTA’s , hovers slightly above 80% and must improve.

Gains have been made in student progress and achievement, and the preliminary 2009-2010 Progress Report shows an increased score, and on the SED accountabilities, the AYP numbers are higher, in general, but the goal is to improve them to meet AYP. Over the course of the transformation, additional gains will be garnered through the full use of the SLC model and the intensified focus, both in and out of class, on student achievement and success.

### **ACCOMPLISHMENTS:**

Among the most noteworthy accomplishments has been the creation of smaller learning communities in grades nine, ten, eleven and twelfth. As a result of this reorganization and change in culture, students are able to enjoy the intimacy and personalization of a small school while being able to revel and partake in the breadth and depth and richness and range of offerings that only a large, safe, well-run high school like Long Island City High School can provide. Other accomplishments include the ongoing and continued success of students and their progress towards graduation despite the continued increase in the number of students who arrive below lever. Another key accomplishment has been the maintenance of course offering and opportunities despite the budgetary situation. As well, Long Island City High School is only high school in Queens involved in Common Core Curriculum Alignment.

### **AIDS TO CONTINUOUS IMPROVEVEMT:**

Key elements include ongoing transformation of the Small Learning Communities, use of the master teachers for professional development in ESL, Mathematics and Science, extensive guidance outreach and support and staff professionalism. Constant review of curriculum, teaching strategies, and assessment tools support the improvement of student achievement and academic college readiness for the enhanced use and

rigorous implementation of the Common Core State Standards across all disciplines. In particular, in the areas where we did not meet AYP, we plan to:

- Using the SLC Grant to further enhance the implementation of Small Learning Communities
- Continue the transformation of the school into Small Learning Communities
- Participation in the Bill Gates/UFT/DOE Collaborative Project (Methods of Effective Teaching) to further improve teaching and assessment techniques in selected academic classes
- Use of six Master Teachers for professional development in ESL, Mathematics and Science
- We will hire an additional literacy coach who will work closely with Social Studies teachers to support the ongoing, active infusion of writing skills (notably for the thematic essay on the Regents) into the Social Studies curriculum
- Using the Common Core State Standards to drive instruction and increase student outcomes with an emphasis on college readiness
- Use the New School Creative Pedagogy Grant for professional development
- Hiring of a new Assistant Principal Instructional Support Service to coordinate the success of our SWDs
- All teacher effectiveness work will occur across the curriculum to improve achievement for all students, with a focus towards work with ELL's and SWD's, the areas in which the school has not met AYP
- Additional staff is available to support and to insure teacher effectiveness at Long Island City High School. In addition to the newly created positions described above, there are the Principal and the Transformation Mentor Principal, 14 assistant principals (11 of whom serve in a variety of capacities both as subject area APs and SLC Directors), a math coach, a literacy coach, and a UFT Teacher Center
- Use Castle Online Learning and APEX to further enhance our extensive outreach to under credited students for Credit Recovery
- The implementation of after school activity centers across SLC with a strong emphasis on student tutoring, Credit Recovery , parental outreach, and guidance support services of after school activities
- Implement the Teacher Effectiveness Project as it rolls out in accordance with the DOE/UFT agreement
- Create new English electives to encourage credit accumulation
- Coordinate program development with Assistant Principal-ISS, Assistant Principal-ESL and guidance counselors
- Utilize data to identify candidates for the component retest
- Student data will be utilized for differentiating instruction
- Ongoing collaboration among Assistant Principal-English, Assistant Principal-ISS, and Assistant Principal-ESL
- Provide professional development for teachers of Regents prep courses in Math and English
- Designated special Regents prep classes in Math and English
- Students will attend Regents prep classes in Math and English after school and on Saturday morning
- Professional development workshops on writing strategies facilitated by UFT Teacher Center staff developer and ELA Coach
- Professional Development on infusing QTELL strategies into daily lesson plans of all ELLs
- Interdisciplinary sharing of best practices of exemplary strategies for the NYSESLAT for all ELLs. Linguistic Study Group composed of content area and ESL teachers for all ELLs
- Common Core Curriculum Alignment
- Recipient of Small Learning Communities grant for the next five years

#### **BARRIERS TO CONTINUOUS IMPROVEMENT:**

Philosophically, there are never any barriers to continuous improvement, because we are always examining, assessing, evaluating, strategizing and re-strategizing in order to implement a far reaching vision of success for all students. Statistically, however, the barrier to improvement continues to be disproportionately high number of SIFE students, beginning ELL's, long term ELL's and students with serious learning disabilities who are assigned to the school. While students in all of these categories make significant progress from where they begin with us, they do not always achieve increasing benchmarks required for statistical success.

## SECTION V: ANNUAL SCHOOL GOALS

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1. By June 2011, 100% of students in ELL classes terminating in Regents exams will utilize the departmentally prepared Regents Preparation Modules as part of comprehensive student preparation for the Regents examinations in Integrated Algebra and Comprehensive English.
2. By June 2011, 100% of Students with Disabilities in classes terminating in Regents exams will utilize the departmentally prepared Regents Preparation Modules as part of comprehensive student preparation for the Regents examinations in Integrated Algebra and Comprehensive English.
3. By June 2011, we will complete the first year of planning for transformation into a school of Small Learning Communities using the School Improvement and Small Learning Communities Grants. 100% of students entering the 9<sup>th</sup> grade will be placed in appropriate theme based Small Learning Communities in Fall 2011.
4. By June 2011, we will deepen teacher expertise in the effective use of differentiated instruction and implement it in classes. 100% of students will be graded using standards based rubric assessment when applicable across like subjects. 100% of utilized applicable classroom spaces will display the appropriate rubric assessment.
5. By June 2011, we will further heighten college awareness across the school as follows: hold two college fairs, one in the fall and one in the spring; create a collaboration between LICHS, GEAR UP, and GLOBAL KIDS for college awareness; hold individual information sessions with representatives from ten colleges; create instructional units in English on writing the college essay.
6. By August 2011, Long Island City High School's graduation rate for all students will increase to 64 percent as mandated by New York State Education Department

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Transformation

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will complete the first year of transformation into a school of Small Learning Communities using the School Improvement and Small Learning Communities Grants.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- will divide into SLCs based on the content</li> <li>- will select assistant principals as directors of SLCs</li> <li>- will select a group of students for target academic and attendance outreach</li> <li>- will develop student goals for selected group of students from each SLC</li> <li>- will establish after school activity centers for selected SLCs</li> <li>- each activity center will set up a after school tutoring and Credit Recovery program</li> <li>- will increase parental outreach for each SLC</li> <li>- will organize a series of parental meetings and workshops to increase their awareness for college preparation, financial aid, etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-Tax Levy</li> <li>-School Improvement Grant</li> <li>-SLC Grant</li> <li>-Staff will utilize common planning time to discuss students progress and to develop strategies</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Minutes of SLC meetings</li> <li>- Assessment within each SLC using Common Core State Standards</li> <li>- Developing students' goals</li> <li>- Modification and revision of the students' goals based on interim and periodic assessments (development of uniform midterm assessment, Acuity testing)</li> </ul>

**Subject/Area (where relevant):** Differentiated Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will deepen teacher expertise in the effective use of differentiated instruction and implement it in classes. 100% of department will use rubric assessment when applicable across like subjects. 100% of utilized applicable classroom spaces will display the appropriate rubric assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>-Train teachers in the use of enhanced differentiated instructional strategies through department, SLC, UFT teacher center and faculty meetings as well as on professional development days</li> <li>-Other professional development on the use of data to drive differentiated instruction</li> <li>-Utilize Nunley’s <u>Differentiation in the High School Classroom</u> and Gregory&amp;Chapman’s <u>Differentiated Instructional Strategies</u> as core texts for professional development across the school</li> <li>-Use pre and post observation conferences as a forum for discussing the pragmatic implementation of differentiated instruction to improve students performance</li> <li>-During staff development and department conferences when applicable teachers will collaborate and produce rubric assessment for their respective subject areas to better assess individual needs of their students</li> <li>-To establish model rubric assessments to serve as professional development exemplars for teachers for more individualized and targeted instruction</li> <li>- Professional development by master teachers and coaches to improve differentiated instruction and to enhance the students’ performance</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-Tax Levy</li> <li>-Department conferences, PLE conferences, faculty meetings, pre and post observation conferences will be used to offer training and support</li> <li>-Classroom lessons and observations will served as laboratories for professional growth and experimentation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>-Minutes of professional development activities: department and SLC conferences</li> <li>-Presentations on professional development days</li> <li>-Attendance lists at professional development days</li> <li>-Observation reports which demonstrate professional development and follow through and which prioritize the implementation of differentiated instruction</li> </ul>

**Subject/Area (where relevant):** College Awareness

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will further heighten college awareness across the school as follows: hold two college fairs, one in the fall and one in the spring; create a collaboration between LICHS, GEAR UP, and Global Kids for college awareness; hold individual information sessions with representatives from ten colleges; create instructional units in English on writing the college essay.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>- 60% of juniors and seniors will participate in two college fairs, one in collaboration with GEAR UP and Global Kids</li> <li>- All seniors will increase their awareness of available colleges and utilize all resources available to them through GEAR UP, Global Kids and College Office</li> <li>- All juniors and seniors in their English classes will participate in writing the college essays in collaboration with college advisors, relevant Assistant Principals and teachers on writing the college essay</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>-United Way/21<sup>st</sup> Century Grant; Tax Levy</li> <li>-Per Session for college fairs</li> <li>-Linkage with outside organizations</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>-Documentation of college fairs</li> <li>-Documentation of GEAR UP collaboration</li> <li>-Logs of student attendance at individual college visits</li> <li>-Booklets of College Essays lessons</li> </ul>

**Subject/Area (where relevant):** ESL English and Integrated Algebra classes terminating in Regents exams

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of students in ELLs classes terminating in Regents exams will utilize the departmentally prepared Regents Preparation Modules as part of their comprehensive preparation for the Regents examinations in Integrated Algebra and Comprehensive English.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>-Target Population:</b> ELL students who need to pass Regents exams in English or Integrated Algebra  <b>-Responsible Staff:</b> ESL/ ELA and math teachers teaching Regents to ELLs, A.P. of ESL, A.P. of English, and A.P. of math  <b>-Timeline:</b> English-6 months to one year/ Math- One year  <b>-Implementation:</b>  1. <u>September:</u> Teachers will review modules, and make revisions and additions.  2. <u>October-January:</u> Teachers will implement module lessons and reflect on results in common planning time. Teachers will give two mock Regents in ELA, one in early November and the other in mid-December, and in math, give students performance series assessments and departmental exams, to assess effectiveness to lessons and add/ make modifications to them.  3. <u>February:</u> analyze January Regents results of ELA exams with students, reflect on which outcomes were achieved, and what next steps need to be taken. Revise/ revisit modules during common planning.  4. <u>February- June:</u> Teachers continue to implement lessons in both areas with revisions based on student need. Teachers will do same cycle of mock Regents, departmental exams, and performance series to document student progress and adjust lessons as needed, reflecting on them during common planning time.  5. <u>June:</u> Teachers analyze Integrated Algebra and ELA Regents results.  - Professional development by master teachers and coaches</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>-Common planning period for teachers of ELLs in ELA and math  -Extra ESL teacher hired for at-risk ELLs who need to pass ELA Regents, partly funded by Title III  -Network and school-based staff development on Inquiry process during common planning time to aid implementation of lessons and track progress  -Regular planning and in-class support from Literacy and Math coaches  -Teacher Center support.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

-The Performance Series for Math and English, Acuity for Math and English, PSAT for English and Math, 2 mock Regents exams per semester, Milestones *Tracker* and assessments for language development skills, Departmental benchmark exams.

**Subject/Area (where relevant):** ISS English and Integrated Algebra  
Classes terminating in Regents exams

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of instructors of Students with Disabilities teaching classes terminating in Regents exams will utilize the departmentally prepared Regents Preparation Modules as part of comprehensive student preparation for the Regents examinations in Integrated Algebra and Comprehensive English.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>- <b>Targeted Population:</b> Students needing to pass Regents exams</li> <li>- <b>Responsible Staff:</b> Teachers, Coaches, A.P.' supervising ISS, English, Math</li> <li>- <b>Timeline:</b> English-6 months to one year/ Math- One year</li> <li>- <b>Implementation:</b> Common meeting periods, A.P. to teacher support including technical support, Castle Learning and Saturday Academy, Staff Development Workshops, Implementation of English and Math curriculum with specific ISS modifications. Involvement of Parent Coordinator, Parent Workshops.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>-Literacy and Math coaches</li> <li>-Network support staff development</li> <li>-Teacher Center Support</li> <li>-Castle Learning</li> <li>-Saturday Academy.</li> <li>- Professional development by master teachers and coaches</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>- Periodic Testing including The Performance Series for Math and English, Acuity for Math and English, PSAT for English and Math, Mock Regents exams, Grade-wide departmental benchmark exams</li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- By January a significant number of students increase their credit accumulation and is on track towards graduation

## **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)**

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	284	23	239	34	23	N/A	132	735
10	110	169	112	199	24	N/A	147	761
11	178	70	74	134	15	N/A	94	565
12	19	132	89	140	61	N/A	123	564

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- 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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<ol style="list-style-type: none"> <li>1. Classes for students who are behind in English credits offered after school               <ol style="list-style-type: none"> <li>A. Contemporary Literature</li> <li>B. World Literature</li> </ol> </li> <li>2. Saturday classes for Regents RCT Prep. Strategies to succeed on the new regents are highlighted</li> <li>3. Wilson Program to help below grade level readers progress</li> <li>4. Literacy Coach for Special Ed English Students</li> <li>5. Mock Regents given in all Regents baring classes</li> <li>6. Group Meeting of Special Education students to introduce the new regents-use Power Point created by New York State</li> <li>7. Online Castle Learning</li> </ol>
<b>Mathematics:</b>	<p>Math tutoring by honor society students and teachers</p> <p>Small Group Learning</p> <p>Online Learning</p> <p>Saturday Academy Regents Prep</p> <p>Extended day classes</p>
<b>Science:</b>	<p>Saturday Academy</p> <p>Small Group Instruction in selected period throughout the day</p> <p>Utilization of Circular 6 Professional Assignment for Small Group Instruction</p> <p>One Term Ecology classes for targeted Regents Prep</p> <p>Online Castle Learning</p> <p>Extended Day for Living Environment and Earth Science</p>

<p><b>Social Studies:</b></p>	<p><b>Saturday Academy:</b> Students receive intensive tutoring and review for the Global History and Geography Regents and United States History Regents. Students are provided with a classroom instruction as well as small group instruction. Service is provided on Saturday mornings Dec-Jan and May-June.</p> <p><b>World Studies Classes:</b> Classes for students who did not pass the Global History Regents Exam. Classes are one semester long and focus on Regents preparation. A world Studies CTT class and a World Studies Self contained class are also available for students in the ISS program and the most needy general education students. (September-Jan and February-June)</p> <p><b>Extended Day:</b> Extended day Courses provide classroom instruction to students who need additional make-up credit it social studies classes.</p> <p>Online Castle Learning</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Guidance counselors provide counseling services to at-risk students. They amend programming to include AIS support such as extended day classes and Saturday prep classes. They direct students to the tutoring services available and follow up.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The school psychologist provides individual counseling, testing, class assignments and programming, discussion with teachers and discussions with parents.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The school social worker provides counseling to general education students; crisis intervention; referrals to hospitals and other agencies; serves as consultant to guidance counselors and teachers; provides short-term interventions with parents. In addition, the social worker completes initial social histories, participates in EPCs and provides mandated counseling by clinician</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Students who lack immunizations are given warning letters and referred to outside clinics. Students who fail to comply are excluded from school as per Department of Health regulations. DOH doctors visit twice monthly to provide health related services to students. Nurse provides IEP mandated</p>

	health services. Elmhurst Hospital Health Clinic continues on site.
<b>Small Learning Communities After School Activity Center</b>	Tutoring across all subjects Parental Outreach Online Credit Recovery Academic Guidance Intervention

**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.

See Attached

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

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

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

**Section I. Student and School Information**

Grade Level(s) 9-12      Number of Students to be Served: 3620 LEP 509 Non-LEP

Number of Teachers 24      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

**2010-2011**

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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All ELLs receive mandated services according to CR Part 154, and are identified by the Home Language Identification Survey, LEP identification process, in-house assessments in English, Spanish and Bengali, LAB-R as needed, and NYSESLAT scores. Beginner-level students receive three units of intensive ESL instruction each day, which includes one double period with an ESL teacher. Intermediate students receive two units of intensive ESL instruction. Advanced students receive one unit of ESL and one unit of ELA instruction. In addition, all incoming ninth graders receive an advisory class taught by an ESL teacher, which provides additional literacy and language support, as well as support for high school adjustment. Beginner-level SIFE students have three periods of ESL in a small classroom setting with teachers who have received special training in his area. Teachers working with the beginner and intermediate ESL classes are all ESL certified, while the teachers working with advanced students are a combination of ESL and ELA certified teachers, two with dual certification, in accordance with state compliance.

Students in the freestanding ESL program receive sheltered content area classes in math, science, and social studies. In these classes, a content area teacher trained in ESL strategies teaches a multi-level class of ELLs. In addition, some classes are taught in a co-teaching model, in which an ESL teacher and a content teacher do collaborative team teaching in a content area class. Through this approach, the ELLs at LICHS are able to access the content, while also developing their language skills in a safe setting.

Parents can also opt for the school's Spanish Transitional Bilingual program, in which students' content area classes are delivered in both English and Spanish. Newcomers in particular benefit from this approach, as they are able to quickly progress and access content in their native language. The teachers in this program differentiate not only according to the students' content knowledge and skills, but also according to their native language and English skills. For example, a social studies teacher will give a beginner ESL student access to the content with Spanish materials, and gradually progress to English, while they might give a student with strong English skills material in English. This approach benefits a wide range of students with a wide range of skills. The students receive these classes daily.

Additionally, all students with a native language of Spanish or Bengali receive one unit of Native Language instruction daily based on their proficiency on in-house assessments and the Spanish LAB. Studies have shown that ELLs with strong native language literacy skills progress more rapidly than those with weak native language skills.

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

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As Long Island City High School is a Transformation School, we have two master ESL teachers working to support the instruction in our department and small learning community. One ESL master teacher is co-teaching Living Environment with a science teacher, and another ESL master teacher is co-teaching Global with a Social Studies teacher. In both cases, the content teachers are learning from the master teachers how to infuse language targets into their instruction, and collaboratively reflecting and planning using student data and the inquiry process. Addressing the school's need to improve ELA Regents scores for ELLs, one master teacher is leading a team of ESL teachers who teach the ELA Regents, and this has resulted in

cohesive planning, curriculum, and instruction among these teachers. The other ESL master teacher is leading intervisitations between content teacher and ESL teachers to further the cohesion between language and content targets in the small learning community.

Teachers of ELLs in both ESL and the core content areas are part of a team which receives professional development and collaborates regularly around the needs of the ELLs. These teachers have a common planning time and meet regularly to discuss student outcomes and instruction. The teachers have set common goals for the students around improving student writing, and improving Regents exam results. The teachers on this team also use the common planning time to address specific student issues, and examine student data together.

Professional development is planned with the A.P. of ESL and two master teachers in response to regularly assessed needs of the content and ESL teachers. Inter-visitations, curriculum mapping, and the sharing of best practices regularly inform the instructional practices of the teachers. Observations, both formal and informal, are focused around differentiation, student engagement, and using data to inform instruction. Besides in-house professional development, teachers are updated regularly on outside PD opportunities targeted towards those who serve ELLs. Teachers and administrators actively participate in UFT Literacy workshops for ELLs, DOE PDs targeted towards best practices for ELLs, the state TESOL conference, NYSABE meetings, and QTEL training.

### **Section III. Title III Budget**

**School:** \_\_\_\_\_ **BEDS Code:** \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>N/A</b>	
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>N/A</b>	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>N/A</b>	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	<b>N/A</b>	<b>(Example: 2 Rosetta Stone language development software</b>

		packages for after-school program)
<b>Travel</b>		
<b>Other: partial salaries of two teachers and one guidance counselor</b>	<b>\$70,437</b>	
<b>Translation services</b>	<b>\$7,247</b>	
<b>TOTAL</b>	<b>\$77, 684</b>	

### **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**

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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.

Long Island City High School has aggressive policies to ensure all parents can receive school information in the language of their choice. Upon enrollment, all students and parents complete a home language survey, as well as engage in one-on-one meeting with the Pupil Accounting Secretary. This information is continually updated throughout the year.

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.

In the school 2009-2010, 951 parents were identified as requiring translation and interpretation services. Our findings are recorded on ATS, to which all appropriate school staff members have access. Staff members are offered professional development on meeting the needs of parents of all cultures and backgrounds, and all staff is informed of the translation and interpretation services we offer.

#### **Part B: Strategies and Activities**

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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.

Staff and community members who can provide written translation services have been identified. Written communications from the school are sent in English and Spanish. Same-day translations services have been identified. Written communications from the school are sent in English and Spanish. Same-day translation for written documents in almost any language is provided upon request and contact with translation services department.

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.

Staff and community members who can provide oral translations services have been identified. Same day translation for written documents in almost any language is provided upon request and contact with translation department.

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>.

There have been no barriers to addressing language translation and interpretation at Long Island City High School. A list of community members providing these services, their schedules, and contact information is available at all times in the main office.

**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:	1,786,145	65,264	1,851,409
2. Enter the anticipated 1% set-aside for Parent Involvement:	17,862	6,526	24,388
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	89,308	*	
4. Enter the anticipated 10% set-aside for Professional Development:	168,621	*	

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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

Long Island City High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - 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; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Long Island City High School will take the necessary actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA

2. Long Island City High School will take appropriate action to involve parents in the process of school review and improvement under section 1116 of the ESEA:
3. Long Island City High School will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Long Island City High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs.
5. Long Island City High School will take appropriate actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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.
6. Long Island City High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The 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. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
  - b. The 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.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal 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.
  - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
  - e. The school will take the necessary actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other 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(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- 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, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **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, as evidenced by Vladimir Hurych, Principal, and Robin Odlum, Parents’ Association Co-President. This policy was adopted by Long Island City High School on June 15, 2009 and reaffirmed in June 2010. It will be in effect for the 2010-11 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 4, 2010.

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

Long Island City 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 the 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 school year 2010-2011.

Long Island City High School Parent Compact formulated in partnership with our Parents:

Parents will be included in the development of school-level parent involvement activities by:

- Conducting parent/teacher conferences
- Providing progress reports to parents
- Providing parents with opportunities to observe classes during designated special events
- Volunteering services
- Participating in school decision-making committees.

Parents will be involved in planning, implementation, evaluation and continuous improvement of school level program by participating in:

- School Leadership Teams (SLT)
- Small Learning Communities (SLC) Planning Teams
- Comprehensive Educational Plan (CEP)
- Parent Needs Surveys

Parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments by means of:

- Orientations
- Parent Workshops
- Parent Newsletter
- Parents' Bulletin Board
- Mailings
- E-mail
- Phonemaster School Messenger

The school will increase participation of non-English speaking parents by providing communication as follows:

- Translations and conversations through the Parent Coordinator
- Department of Education notices in other languages
- Translations during meetings and during school hours
- Workshops for ELL parents
- Saturday ESL for ELL parents
- Report cards, handbooks and transcripts for parents

Long Island City High School and parents will share responsibility for student performance by:

The school:

- Will provide an academic program that is rigorous and challenging and provide an accelerated math and science program.
- Will provide intersession and after-school enrichment programs for students.
- Will communicate with families on an on-going basis regarding the students' academic progress.
- Will implement a homework program that emphasizes meaningful practice of instructional content and writing in all content areas.
- Will form and support alliances with parents/guardians in the governance of the school.

Parents:

- Will send their children to school appropriately dressed, prepared to learn, and on time.
- Will encourage their children to do daily reading at home.
- Will attend at least one Parent Teacher Conference a year to discuss academic progress of their children.
- Will ensure that their children have completed their homework assignment on a regular basis.
- Will volunteer to assist in the school when possible.

Capacity-building activities for parents and school staff that support strong parental involvement include:

- Parent workshops
- Parent Association meetings
- Orientations
- Staff development

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

(Please note that signatures are not required)

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
- **All students are programmed for smaller learning communities as part of the overall transformation. This programming will afford students the opportunity to learn and advance to the extent to which they are capable, to receive remediation on a more timely basis, and to have improved access to teachers, counselors and services to which they are entitled.**
  - **Smaller learning communities have been proven to afford students more individual attention, more consistent interaction with teachers and counselors, and have provided a stronger sense of community and responsibility.**
  - **Using the SLC Grant students will have the benefit of smaller class size, AIS services on a daily basis, and access to remedial/enrichment curricula on an individual basis, where possible given budget constraints**
  - **Students in this program will have greater access to pupil services, college and career awareness preparation through trips and counselor group sessions.**
  - **All staff will be fully certified in the content area**
3. Instruction by highly qualified staff.
- **All staff will be fully certified in the content area**
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.
- **Appropriate staff are mandated to attend workshops and seminars provided by the Network and service providers acting on behalf of the Network**
  - **Appropriate staff will attend faculty workshops that inform teachers and paraprofessionals about all the results of assessments and the need for concerted strategies to effect more successful outcomes**
  - **Staff will continue to receive professional development in their department conferences, with a focus on improving strategies in specific content areas**
  - **Staff will continue to receive ongoing professional development from the Long Island City High School Teacher Center in specific content areas.**
  - **Ongoing professional development from six Master Teachers, two Literacy coaches and one math coach**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Teachers will be able to:**

- **Be a part of smaller learning communities where they can interact and be more creative with students**
  - **Have flexibility in their programs**
  - **Collaborate with their peers about new and exciting curricula, through common prep time and shared activities**
  - **Work in a safe and supportive environment for their students and themselves**
  - **Attend workshops throughout the school to enhance their professional skills**
  - **Share their knowledge and talent with their peers through workshops, inter-visitations, buddy teachers and mentors**
6. Strategies to increase parental involvement through means such as family literacy services.
- **Saturday literacy and computer classes, hands on workshops for parents, seminars**
  - **Implementation of a lending library for parents**
  - **Effective use of the translation services available in the school**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- **Teachers will have improved access to school related data.**
  - **Teachers will use disaggregated data as the focus for lesson planning**
  - **Teachers will collaborate with Assistant Principal, Data & Technology, on using data to improve achievement of individual students and the overall instructional program.**
  - **Professional development sessions in data and assessment.**
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.
- **All students will be identified by their Math and ELA scores for initial programming. Assessments will be regular and ongoing to check for academic progress or deficiency. Programming will allow for students to accelerate or relearn concepts.**
  - **Students with special needs will be identified in a more timely manner, and teachers will ensure that these students receive tutoring from the supplementary services within the school so that they can achieve academic proficiency.**
  - **Students will be more closely monitored for their attendance at these supplementary activities, and will be assessed upon completion of the program.**

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.

- **We will improve the coordination of programs in Long Island City High School.**
- **The SPARK counselor will be included in Guidance counselor meetings.**
- **The ACS worker representative shall coordinate activities with Spark**
- **Peer mediation counselors will meet with Spark and ACS**
- **Global Kids and Gear-Up representatives will share activities with other agencies in the building**
- **Transformation into nine SLCs using School Improvement Grant and SLC Grant**

## 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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	V			1,786,145	V	
Title I, Part A (ARRA)	Federal	V			65,264	V	
Title II, Part A	Federal	V			670	V	
Title III, Part A	Federal	V			77,684	V	
Title IV	Federal		V				
IDEA	Federal		V				
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

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

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

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

*This appendix must be completed by all 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:** Restructuring(SWD-ELA, Math) **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

**See Section IV – Needs Assessment and Section V – Annual School Goals**

**All CEP/ Restructuring initiatives are aligned**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**See Section IV – Needs Assessment and Section V – Annual School Goals**

**All CEP/ Restructuring initiatives are aligned**

**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.

**2010-2011 Title I allocation = \$1,786,145; 10% of Title I allocation = \$178,614**

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School Under Registration Review (SURR)

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

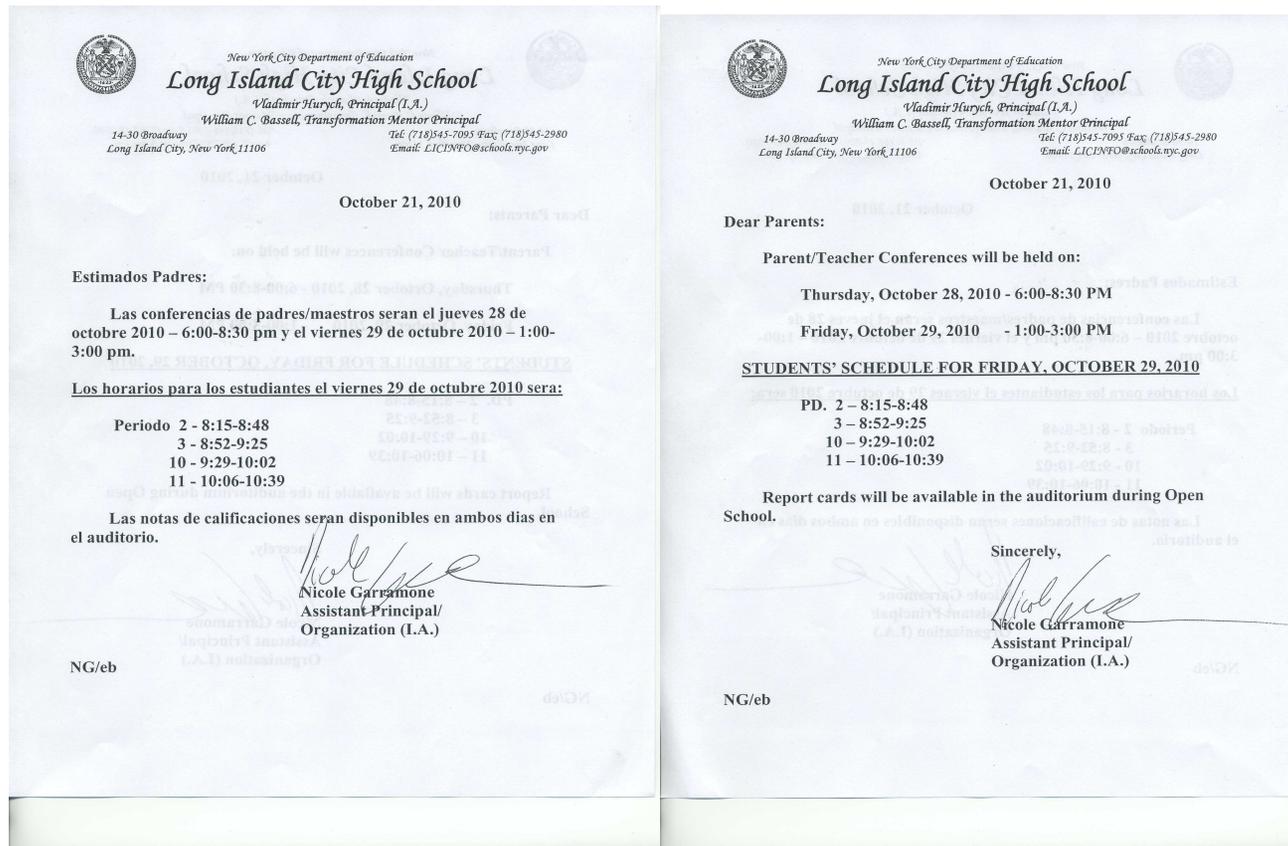
**UFT Teacher Center - \$63,679**

**Literacy - \$52,471**

**Math Coach - \$52,471**

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.

**a. Letters are sent home:**





New York City Department of Education  
**Long Island City High School**

Vladimir Hurych, Principal (I.A.)  
William C. Bassell, Transformation Mentor Principal  
14-30 Broadway Long Island City, New York, 11106  
Tel: (718)545-7095 Fax: (718)545-2980  
Email: LICINFO@schools.nyc.gov

December 8, 2010

Dear Parent/Guardian:

Each student, faculty and staff member of Long Island City High School brings to our school community the richness of our city's cultural diversity and the desire for respect. The Citywide Standards of Discipline and Intervention Measures (The Discipline Code) prohibits students from bullying other students for any reason, including taunting and/or intimidation through the use of epithets or slurs involving race, color, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation or disability. This policy is in effect on school grounds, school buses and at all school sponsored activities, programs and events.

Any student and parent who believes he or she has been the victim of bullying or intimidating behavior by another student and any student with knowledge of such behavior should report the incident immediately to a dean, teacher, counselor or school administrator at Long Island City High School. Concerns should be reported as soon as possible after the incident(s) so they can be effectively investigated and resolved. Complaints of discrimination, bullying or harassment can be submitted in writing or orally to a dean, teacher, counselor, administrator, or other school staff. Staff members will report student complaints to the appropriate school supervisor. Any staff member who witnesses harassment or discriminatory behavior will also report such an incident to the appropriate supervisor. Staff will take appropriate action to intervene to stop such behavior.

Sincerely,

  
Vladimir Hurych, Principal (I.A.)



New York City Department of Education  
**Long Island City High School**

Vladimir Hurych, Principal (I.A.)  
William C. Bassell, Transformation Mentor Principal  
14-30 Broadway Long Island City, New York, 11106  
Tel: (718)545-7095 Fax: (718)545-2980  
Email: LICINFO@schools.nyc.gov

September 8, 2010

Dear Parent or Guardian,

Help your child succeed in school - sign up for free tutoring!

We want to ensure that you take full advantage of SES for your child and so our school is scheduling a Provider Fair where you will have an opportunity to speak to SES providers and sign up your child for free tutoring services.

The fair will take place on Tuesday, October 5, 2010 6:00-8:00 pm in the Lobby.

The fair is being held on the same night as the Parent Association meeting. You will have the opportunity to conveniently meet with SES providers, obtain information as well as sign up your child, if you choose.

I want to encourage all parents of eligible students to attend and to get free academic help for their children.

If you have any questions, please contact the parent coordinator, Crisa Ignatiadis at 718-545-7095 ext: 3469 or 347-563-4322.

Sincerely,  
  
School Principal

Septiembre 8, 2010

Estimado padres o guardian,

Ayude a su niño a tener éxito en la escuela, firme para tutoria gratis SERVICIOS EDUCATIVOS SUPLEMENTAL (SES).

Tutoria gratis en Ingles y Matematicas es disponible para estudiantes elegibles en sus casas o en linea (computadora).

Los proveedores de SES ofrecen una feria la misma noche de la reunion de la asociacion de padres.

La feria sucedera el Martes, el 5 de Octubre de 2010 a las 6:00 - 8:00 pm en el vestibulo.

Los interesados pueden llamar a Crisa Ignatiadis 718-545-7095 ext: 3469 o 347-563-4322.

Sinceramente

  
Director de la escuela

## b. Parent Association Meetings

### Parents Association of Long Island City H.S. Tuesday, October 5, 2010 @ 6:00PM Meeting Minutes

**Mrs. Crisa Ignatiadis, the Parent Coordinator –Present**  
**Robin Odlum- President-Present**  
**Mary McGuckin- Recording Secretary-Present**  
**Anita O'Brien- Treasurer-Present**

There were over 50 parents/guardians in attendance at the meeting.

Mrs. Ignatiadis welcomed the parents, had them sign in and offered them refreshments. She explained how tonight in addition to the PA meeting there is also an SES Fair at LICHS. She discussed the SES Free Tutoring program that is available to students who have free lunch or reduced lunch. Mrs. Ignatiadis urged parents to speak with the various providers in the lobby to discuss tutoring for their children.

There was one guest speaker at this PTA Meeting:

**1. The speaker was the new Principal Vladimir Hurych.**

Mr. Hurych introduced himself and told us about the changes at LICHS and how he came to be the new Principal. He explained that LICHS is now a Transformation School and we have a Mentor Principal who is Mr. William Bassell, our old Principal. In order to receive the \$1.8 million that a Transformation school is entitled to there had to be changes in the administration. This school has three years to meet certain benchmarks to improve the graduation rate and Regents passing rates. Mr. Hurych was the Assistant Principal of Administration before becoming the Principal. The day to day business at the school is still in effect. The money will pay for Mr. Bassell's salary as a Mentor Principal, and 5 Master Teachers who will train all of the other

teachers. The money will also be spent on more guidance counselors for the school, extended day classes, Saturday Academy classes and additional SAT Test Prep classes. The 1<sup>st</sup> Saturday in December is the first Saturday test prep class. Students referred by their guidance counselors will get invitations.

The school has transformed into 9 Learning Communities of LC's. Each LC will be a tight-knit community of teachers, guidance counselors, AP's and students. Mr. Hurych also explained how any child who is eligible for free or reduced lunch will be eligible for FREE SES Tutoring. He urged parents to complete their lunch form and sign up with one of the providers in the lobby. He also told us about a new online credit accumulation program for students who are short of credits. Teachers will evaluate the work done online and they will either pass or fail them.

**Report cards will be given out on October 27, 2010.**

**Parent/Teacher Conferences will be on Thursday 10/28 at night and on Friday, 10/29 during the day.**

**Ms. Odlum told the parents that lunch forms were distributed and how they need to fill one out to find out if their child is eligible for the tutoring. If their child lost it, they can ask for another form or the parent can get one in the Main Office.**

**Mrs. O'Brien urged them to fill one out, even if their child is not interested in actually eating the lunch. She reminded them that only free and reduced eligible students can sign up for the SES Tutoring. She also urged them to log onto ARIS a very useful tool for parents. Mrs. Ignatiadis will help any parent who hasn't logged in yet.**

**Ms. Odlum urged the parents to volunteer to become a part of the PA and the SLT.**

**We have one position on the PA which we were unable to fill in June for Vice-President. She asked for any nominees. Only one parent volunteered, Ms. Christina Kounalis. We held an expedited election and she was voted in for V.P.**

**Ms. Odlum and Ms. McGuckin also asked for volunteers to be on the SLT. We have 2 vacancies.**

**The following people nominated themselves and the PA accepted their nominations:**

**Barbara Loupakis**

**Christina Kounalis**

Submitted by Anita O'Brien-Treasurer

### **c. School Leadership Team**

#### **School Leadership Team Agenda**

**October 27, 2010**

- 1. Grant Signature**
- 2. SLC Grant**
- 3. Open House**
- 4. PT Conferences**
- 5. Review of Parental Involvement Policy & School-Parent Compact**

#### **School Leadership Team Agenda**

**November 23, 2010**

1. Transformation Visit
2. Attendance
3. Budget
4. SLCs:
  - a. February
  - b. September

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

**Number of Students in Temporary Housing: 65**

2. Please describe the services you are planning to provide to the STH population.
  1. **Assist with tutoring, one-to-one and/or peer tutoring**
  2. **Assist with related support services, counsel services, SPARK, SAPIS, and guidance counselors**
  3. **Assist students with free school lunch**
  4. **Assist students with Special Education and/or Related Services**
  5. **Summer programs and extended day activities**
  6. **Dispute Resolution and peer mediation program**

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**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**

<b>School Name:</b>	Long Island City High School					
<b>District:</b>	30	<b>DBN:</b>	30Q450	<b>School</b>		343000011450

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		82.2	80.4	80.3
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	913	1108	1166				
Grade 10	963	832	1038				
Grade 11	646	722	613				
Grade 12	663	606	673				
Ungraded	19	32	20				
<b>Total</b>	<b>3204</b>	<b>3300</b>	<b>3510</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.1	92.4	94.1

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.3	76.7	72.1

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	14	194	33

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	128	122	47

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	207	182	191	Principal Suspensions	101	124	76
# in Collaborative Team Teaching (CTT) Classes	146	157	159	Superintendent Suspensions	23	46	54
Number all others	82	102	118				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	317	412
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	131	143	TBD	Number of Teachers	201	193	186
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	85	83	43
# receiving ESL services only	261	206	TBD	Number of Educational Paraprofessionals	15	12	50
# ELLs with IEPs	60	109	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
	200	202	496	% fully licensed & permanently assigned to this school	97.6	99.0	99.4
				% more than 2 years teaching in this school	88.5	88.9	88.2
				% more than 5 years teaching anywhere	66.8	71.4	86.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	90.0	93.5
American Indian or Alaska Native	0.1	0.2	0.2	% core classes taught by "highly qualified" teachers	90.8	97.2	95.0
Black or African American	13.9	12.7	11.9				
Hispanic or Latino	58.1	58.8	61.1				
Asian or Native Hawaiian/Other Pacific	15.7	15.8	14.6				
White	11.7	11.8	12.1				
<b>Male</b>	52.4	51.9	50.5				
<b>Female</b>	47.6	48.1	49.5				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		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						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced					v	

#### 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**	
<b>All Students</b>	-	-	-	v	v	v	63
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-	v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				v	v		
White				v	v		
Multiracial							
Students with Disabilities	-	-	-	X	X		
Limited English Proficient				X	v		
Economically Disadvantaged	-	-	-	v	v		
<b>Student groups making</b>	0	0	0	6	7	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	55.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment: <i>(Comprises 15% of the</i>	6.3	Quality Statement 2: Plan and Set Goals	P
School Performance: <i>(Comprises 25% of the</i>	12.3	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	32.3	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	4.5	Quality Statement 5: Monitor and Revise	P

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN2.02</b>	District <b>30</b>	School Number <b>450</b>	School Name <b>Long Island City HS</b>
Principal <b>Vladimir Hurych</b>	Assistant Principal <b>Julie Nariman</b>		
Coach	Coach		
Teacher/Subject Area <b>Sarah Rorimer, ESL</b>	Guidance Counselor <b>Yesenia Fermin</b>		
Teacher/Subject Area <b>Barbara Elias, English/ESL</b>	Parent		
Teacher/Subject Area	Parent Coordinator <b>Crisa Ignatiadis</b>		
Related Service Provider	Other <b>W. Bassell, Mentor Principal</b>		
Network Leader <b>Vivian Selenikas</b>	Other <b>Gabriela Ballentine</b>		

### 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	<b>11</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions	<b>4</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>3620</b>	Total Number of ELLs	<b>509</b>	ELLs as Share of Total Student Population (%)	<b>14.06%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The identification process at Long Island City High School (LICHS) follows the steps as specified by the New York State ELL Identification Process. Due to the high number of over-the-counter newly admitted students, this process is conducted by a team including the AP of ESL and Bilingual Services, Julie Nariman, LAB/BESIS Coordinator, Sarah Rorimer, Pupil Accounting Secretary, Sandy Fox, Spanish Native Language Assessment Pedagogues, Irene Albors, Paulina Artime, Mirian Agudelo and Bengali Native Language Assessment Pedagogue, Md. Abul Kalam Azad, Designated Spanish Interpreter, Cielo Ismolli and interpreters provided by the Translation and Interpretation Unit.

Initially, parents and students are interviewed in English and/or their native language by the LAB/BESIS Coordinator using the Home Language Information Survey (HLIS). Students who speak a language other than English are administered the LAB-R exam in conjunction with an in-house English, Spanish and/or Bengali assessment. Spanish speaking students are administered the Spanish LAB. If, through the process of the HLIS, LAB-R or in-house assessments, it is discovered that a student has missed any formal schooling, the SIFE Oral Interview Questionnaire is administered in the student's home language. The results of the initial assessment are used to place students in appropriate programs (i.e., Mainstream, Freestanding English as a Second Language or Transitional Bilingual Education).

Students in Freestanding ESL and TBE programs are assessed every spring using the NYSESLAT. Due to the large population of ELLs at LICHS, the NYSESLAT requires the collaboration of an inter-departmental team including the Assistant Principal of ESL and Bilingual Services, AP of Special Education, LAB/BESIS Coordinator, Testing Coordinator, ESL Teachers and Special Education Teachers. Students who miss one or more portions of the NYSESLAT have multiple opportunities to make up exams.

2. Program choices are explained to parents by the LAB/BESIS Coordinator through new parent orientation sessions that are offered in several formats. At the beginning of the year, when the volume of over-the-counter newly admitted students is high, the LAB/BESIS Coordinator speaks with parents as they register their students and conducts one-on-one orientation sessions. Parents are provided with the parent brochure in their native language and are informed of their program choices within the NYC Department of Education (i.e., Freestanding ESL, Transitional Bilingual Education and Dual Language). If a parent chooses a program that is not offered at LICHS, parents are provided with a list of other schools that may offer the program of their choice.

All new parents of ELLs are invited for a special reception and new parent orientation prior to the start parent-teacher conferences. At the orientation, parents watch the informational video in their native language to inform them of their rights and responsibilities as parents of ELLs. Then, they complete the Parent Survey and Program Selection forms and have an opportunity to ask specific questions relating to their child's placement. The Assistant Principal, LAB/BESIS Coordinator, Bilingual Guidance Counselor and ESL teachers are also available to talk with parents. Those parents who are not able to attend the New Parent Orientation session, are invited to make an appointment with the LAB/BESIS Coordinator. After the initial surge of over-the-counter new admits, the LAB/BESIS Coordinator schedules orientation appointments on an ongoing basis, whenever a new student is admitted.

3. Each September, the LAB/BESIS Coordinator sends letters via direct mail to students who earned a proficient score on the NYSESLAT and are no longer eligible for ESL services. Continuation letters are distributed to all students who are continuing in an ESL or TBE program. Entitlement letters are given to parents following the student's LAB-R testing session or they are sent via direct mail. Parent Survey and Program selection forms are completed during New Parent Orientations or they are returned to the LAB/BESIS Coordinator on the student's first day of class. Parent surveys are also distributed on a yearly basis to all ELLs to keep updated records of parents' program choice.

4. Once a new student has been identified as an ELL based on the initial assessment procedures, the LAB/BESIS Coordinator recommends placement in an age-appropriate level of ESL according to the student's language proficiency and grade level. Students are placed into an ESL or TBE program according to parental preference after speaking with the LAB/BESIS Coordinator and the Bilingual Guidance Counselor. Designated Spanish and Bengali teachers use in-house assessments to place students in appropriate native language classes. Translation and Interpretation services are available to parents during registration, assessment, orientation and placement process.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the data suggests that most parents choose Freestanding ESL, and TBE is chosen particularly by the parents of newcomers. In 2007-2008, out of a total of 66 over-the-counter newly admitted ELLs, 37 chose Freestanding ESL and 29 chose Transitional Bilingual Education programs. In 2008-2009, out of a total of

87 over-the-counter newly admitted ELLs, 52 chose Freestanding ESL and 35 chose Transitional Bilingual Education programs. In 2009-2010, out of a total of 78 over-the-counter newly admitted ELLs, 51 chose Freestanding English as a Second Language and 27 chose Transitional Bilingual Education programs.

6. Based on the parent program selections, the program models currently modeled at LICHS align with parent requests.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										4	4	4	3	15
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										8	8	11	12	39
<b>Push-In</b>										0	4	0	0	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	12	16	15	15	58

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	509	Newcomers (ELLs receiving service 0-3 years)	189	Special Education	114
SIFE	68	ELLs receiving service 4-6 years	156	Long-Term (completed 6 years)	164

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									Total
	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	
<b>TBE</b>	69	8	3	51	20	4	31	4	8	151
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	120	7	0	105	21	3	133	4	10	358
<b>Total</b>	189	15	3	156	41	7	164	8	18	509

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										59	44	30	25	158
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>59</b>	<b>44</b>	<b>30</b>	<b>25</b>	<b>158</b>								

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
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	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	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										113	103	56	64	336
Chinese										2	4	0	4	10
Russian										0	0	1	1	2
Bengali										13	19	6	12	50
Urdu										3	5	1	3	12
Arabic										7	9	3	8	27
Haitian										0	0	0	0	0
French										0	0	0	0	0
Korean										0	0	3	0	3
Punjabi										2	3	1	3	9
Polish										2	5	1	1	9
Albanian										1	0	0	1	2
Other										9	1	2	2	14
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	152	149	74	99	474

# 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.

1.

a. The ESL program at LICHS consists of mainly of self-contained ESL classes, in which students are programmed in classes according to their NYSESLAT level and grade. ESL is its own department, with twelve teachers and an assistant principal who oversees all of the school's ESL students. The school is trying more than one model to fit the needs of our students. Currently, one beginner class is done in a collaborative teaching model with two ESL teachers, and in content areas, two ESL teachers (one a Master Teacher) are doing collaborative team teaching in Global, and in Living Environment.

b. ESL classes at LICHS are programmed according to both their proficiency level and their grade level. Most of the classes are homogenous in terms of students' NYSESLAT level, but not all. Many decisions are made case-by-case for each student while ensuring that every student in the building is in compliance; for example, a student who scores Advanced, but is struggling with literacy skills and behind grade level in reading might be placed in an Intermediate class so that his particular literacy issues can be addressed.

In some cases, grades are combined, and in some cases, they are separate. In intermediate classes, for example, ninth and tenth-grade students are combined, and eleventh and twelfth grade students are combined.

2. a. ESL teachers teach both single periods and double blocks depending on students' mandated number of units to support ELLs at different levels according to CR Part 154. Beginners receive three 45 minutes of ESL classes per day with ESL certified teachers, resulting in 675 minutes of ESL instruction per week. Intermediate students receive a total of 450 minutes per week, and advanced students receive a total of 225 minutes per week, plus an English class taught by an English certified teacher. In addition, all freshmen take an advisory class taught by an ESL teacher, which not only orients them to high school, but also provides an extra 45 minutes of literacy and speaking practice per day.

Native language art support is available in Spanish and Bengali. All Spanish and Bengali speaking students receive 45 minutes of NLA instruction per day, in the appropriate level, resulting in 225 minutes per week.

3. Students in the freestanding ESL program receive sheltered content area classes in math, science, and social studies. In these classes, a content area teacher trained in ESL strategies teaches a multi-level proficiency class of ELLs, in English. Not only have the teachers been trained in methods like QTEL and SIOP, but they also have a learning community and common planning time with the ESL and NLA teachers, and so they regularly learn and share strategies that are effective with ELLs. Teachers use texts on different levels, as well as online resources, visuals, and collaborative learning methods to differentiate content for their students.

Students in the Spanish Transitional Bilingual program receive the content in both English and Spanish. Spanish TBE is available for Global, U.S. History, Living Environment, Earth Science, Algebra, and Geometry. Students who are newcomers might access the content through their native language 80% of the time, while students who are more proficient in English might access it in their native language only 30% of the time, using more English-based texts and being encouraged to write more in English.

Finally, content is also reinforced and supported in the ESL classes, which all use a program and text called Milestones. This program teaches the academic vocabulary, content, and specific skills that students need to succeed in their content area classes.

4.

a. The school supports beginner SIFE students currently through a collaborative team teaching model in our beginner classes, in which two teachers are able to meet the needs of all students, including SIFE. The teachers use varied groupings, activities, and different language objectives to meet the needs of these students.

For five years in a row, the school has supported SIFE students through a grant in which we created the following: a peer tutoring program, Saturday classes in content literacy and math using the Rigor program, and the creation of an ESL magazine in which SIFE students write and edit a school-wide publication and improve their literacy in an authentic product. The program also included native language arts support on Saturdays.

b. All of our newcomer ELLs have a guidance counselor who works exclusively with them, and is sensitive to their needs and questions. 9th grade newcomers are greatly aided by our advisory classes, taught by ESL teachers. The Milestones and Visions texts help newcomers quickly access language skills, while also becoming acquainted with the content they will learn in their other classes

We also have an age-appropriate older newcomers ESL class, which is not larger than 20 students, and helps these students adjust to their new setting, but also learn their new language in a safe environment.

c. ELLs receiving service 4-6 years are each given a diagnostic, and their progress in several areas is tracked in each class, using a systematic item analysis breakdown, that helps teacher target their specific language needs and move them forward. These results are shared in teacher teams and used to plan next steps for these students.

d. The needs of each Long Term ELL is taken into consideration, and they are programmed according to what will push them, as individuals, forward, but as a group, they are not lumped together. The programming experiences of similar schools has demonstrated to us that creating special classes for these students is not necessarily helpful, but programming them with both challenges and supports does move them forward. Many of these students have reached proficiency in listening and speaking, and so last year, several texts were selected by the department as being especially effective in targeting the reading and writing skills of Long Term ELLs. This resulted in many older Long Term ELLs testing out of ESL, and so similar texts will be used this year to help them progress, along with the literacy and content support of Milestones.

e. Special Education ELLs are programmed according to their IEP requirements. Those who have paraprofessionals attend classes with them, and they are programmed by their ISS guidance counselor and the LAB/BESIS coordinator. Each Special Education ELL has different needs, and plans are made according to both their IEPs and language needs on a case-by-case basis. Special Education and ESL teachers have common planning time and this is used to collaborate on the needs of these students.

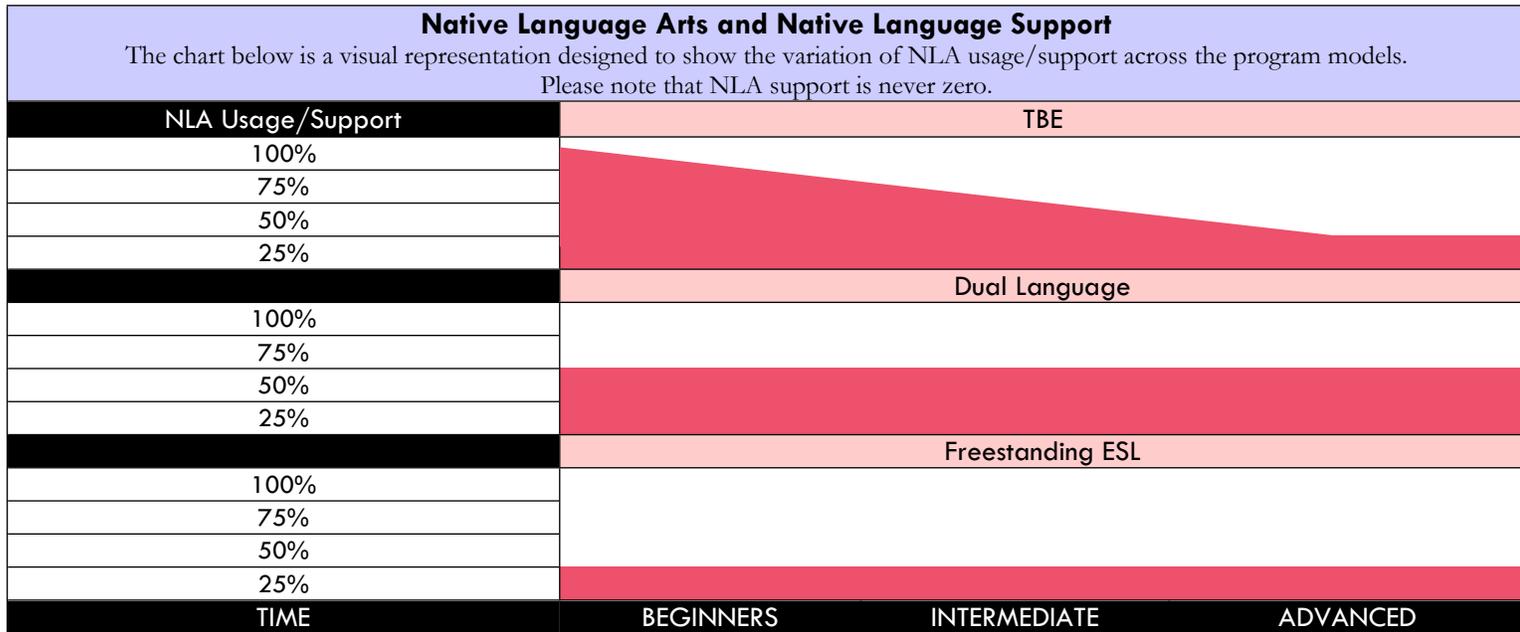
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**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?

5. LICHS supports students through after school and Saturday programs in literacy and math. SIFE students are identified, and their specific needs are shared with those providing the interventions and classes. Departmental diagnostics are shared and used to plan targeted interventions in both ESL, math, and content area classes.

6. ELLs reaching proficiency on the NYSESLAT receive, based on their needs, two years of ESL accommodations. This includes one unit ESL instruction in a transitional level class if they need it, as well as access to sheltered content area classes. Again, this is based on the individual students' needs and goals. Also, the students continue with the same guidance counselor in most cases, who provides them with support in their transition from ESL to mainstream.

7. LICHS is considering a number of programming and instructional changes for the coming year. As we are piloting the CTT model in two content area classes, we are going to monitor the progress of the students and decide whether this is a worthwhile endeavor. The school is also going to pilot an ESL resource room model in which students receive study skill and content support from an ESL teacher designed to help them in their content classes.

8. Texts for ESL classes that did not emphasize content will not be used this year, as the department saw that abstract grammar skills did not help the students. Saturday counseling from a guidance counselor was offered for SIFE students, but proved to be more effective during the school week, so this will be discontinued.

9. Our ELLs have access to all of LICHS's after school activities and programs, including SES services, Saturday Academies, and AIS services. Our guidance and advisory programs provide students with access to all of the school's information and programs. In addition, our ELLs have access to all of LICHS's clubs and team sports. The goal this year is to make the students aware of these opportunities, and encourage them to take advantage of them.

10. In content area classes, the ELLs have access to a variety of materials, including textbooks written specifically for ELLs, and in our TBE program, access to materials in both English and Spanish.

The ESL department maintains and develops a large bookroom with resources appropriate for all levels and needs.

Through a previous technology grant, our students have access to laptop computers for in-class use, in addition to the school's computer rooms. Through this, our students also have access to language programs for English such as Rosetta Stone. Through Milestones, students have access to an online tracker and student CD rom which helps them to self-assess and target skills that they need to understand the content.

LICHS also boasts a comprehensive library/multimedia center in which teachers and students have access to a dizzying array of materials in all forms of media.

11. Students in Freestanding ESL who speak Spanish or Bengali have one unit of native language instruction per day. Students in the Spanish Transitional Bilingual program have one unit of Spanish per day, as well as access to math, social studies, and science in both Spanish and English. The amount of each language in the TBE, as well as the materials used, are largely based on the students' levels, and the teachers differentiate to accommodate the students.

12. Although the ESL levels are mixed grade and mixed age, students are provided with level-appropriate assignments and materials. Advisory classes help tremendously with providing freshmen of all ESL levels with the needed support for their transition to high school. All ESL classes are programmed according to students' grade level so that the classes take in to account students' different maturity levels.

13. The school's ESL coordinator orients both parents and students to the school's opportunities and classes. The school also has a general orientation for all new students in which they are introduced to the school's resources and specialized programs. Guidance counselors play a strong role in helping students and parents become aware of the school's opportunities, as does the Personalized Learning Community of teachers and staff, which sends regular updates to students and parents about upcoming opportunities.

14. Language electives are more available, currently, to students whose native language is not represented in NLA classes. All ESL students have the opportunity to study a native language of their choosing, including Italian, French, Spanish, Latin, Greek, and Chinese.

### 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)?

Paste response to questions 1-5 here

### 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. The school has strengthened its professional development and collaboration among teachers of ELLs through a small learning community that serves these students. Because the school is a Transformation School this year, three master teachers in the small learning community contribute to the professional development of staff. One ESL master teacher is co-teaching Living Environment with a science teacher, and another ESL master teacher is co-teaching Global with a Social Studies teacher. In both cases, the content teachers are learning from the master teachers how to infuse language targets into their instruction, and collaboratively reflecting and planning using student data and the inquiry process. Addressing the school's need to improve ELA Regents scores for ELLs, one master teacher is leading a team of ESL teachers who teach the ELA Regents, and this has resulted in cohesive planning, curriculum, and instruction among these teachers. The other ESL master teacher is leading intervisitations between content teacher and ESL teachers to further the cohesion between language and content targets in the small learning community. The third master teacher is a math teacher, and as part of our small learning community, he is working with other teacher leaders to strengthen the spread of best practices, teacher leadership, and study groups in the ELL SLC.

The teachers in the SLC, which include instructors of ESL, sheltered content areas for ELLs, and Transitional Bilingual classes have a common planning time, and meet regularly to discuss student outcomes and instruction. The teachers have set common goals for the students, use common planning time to address specific student issues, and examine student data together. The teachers learn from each other through reflection, intervisitations, and common planning.

2. A focus of both informal and formal observations will be student data, so that both new and experienced teachers will become more familiar with using data to inform the classroom decisions they make. Teachers will also begin inter-visitations to share best practices, as well as collegial feedback. In addition, the school is providing a series of workshops on differentiated instruction, and another series on technology. A high number of ESL and sheltered content area teachers are participating in these workshops. Finally, besides in-house professional development, teachers are updated regularly on outside PD opportunities targeted towards those who serve ELLs. Already, two assistant principals and two teachers have attended a LAP workshop, and this year, teachers will attend or present at the NYSTESOL conference, the NYSABE meetings, and QTEL training. In addition to this, citywide ESL professional development is highly encouraged and attended by teachers throughout the year.

In advisory classes, students have support from the transition from middle to high school.

3. As content area teachers who teach ELLs receive PD from the ESL department, all content area teachers of ELLs receive far more than the required 7.5 hours of ELL training through the ESL assistant principal and the LAB/BESIS coordinator.

### 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. Letters, progress reports and flyers and are translated into home languages using the Translation and Interpretation Unit. Teachers who need to call home, but do not speak a student's home language use the over-the-phone interpretation services to communicate with parents.

At the beginning of the year, a special effort is made to welcome all parents of ELLs at the Galaxy Reception. Before the evening session of Parent-Teacher Conferences, parents are invited to gather informally with the administrators, guidance counselors and teachers that make up the Galaxy Personalized Learning Environment. This small learning community is comprised of all the teachers in the Freestanding ESL and TBE programs.

New parents of ELLs are invited to make appointments with the LAB/BESIS Coordinator for New Parent Orientations on an ongoing basis. These individual meetings allow parents to discuss and choose an appropriate program for their child.

The Bilingual Guidance Counselor works closely with students, teachers, administrators and parents. This team communicates on a daily basis to solve problems and meet students' needs. Additionally, the Parent Coordinator, Crisa Ignatiadis, works to include ELLs in the larger school community by notifying the ESL department of regional events for parents. Flyers for city-wide events are distributed in as many native languages as possible. The Parent Coordinator also attends school-based events for parents of ELLs.

2. LICHS partners with the NYC Department of Education's Office of English Language Learners to provide parents of ELLs with special services. We also regularly partner with Gear Up to offer parent workshops in ESL and GED.

3. Parent surveys are sent in native languages to evaluate parent needs. For example, last year, when a special grant provided free Adult ESL class for parents of ELLs, a survey was used to pinpoint the best times for parent to meet.

4. New Parent Orientations, the Parent Reception, Parent-Teacher Conferences, individual appointments and phone calls from guidance counselors, teachers and administrators strive to address each parent's needs. Within the setting of a large, comprehensive high school, the bi-monthly meetings of the Galaxy Personalized Learning Environment provides structure for solving problems and improving services for ELLs on an individual level.

## 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)										43	14	18	14	89
Intermediate(I)										53	69	43	71	236
Advanced (A)										52	36	17	49	154
Total	0	0	0	0	0	0	0	0	0	148	119	78	134	479

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										7	8	1	3
	I										17	43	21	21
	A										39	40	24	29
	P										76	52	24	53

READING/ WRITING	<b>B</b>										30	17	11	9
	<b>I</b>										59	30	40	59
	<b>A</b>										46	31	20	37
	<b>P</b>										1	2	1	1

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	200	0	95	0
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	144	31	37	0
Physics				
Global History and Geography	52	29	14	7
US History and Government	62	31	30	15
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	36	20	27	17				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - 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 department gives a uniform diagnostic from the Milestones program which targets students' skills in reading, writing, listening and speaking. It also measures word study, fluency, vocabulary, etc.
2. Many of our students stall at intermediate on the NYSESLAT. The majority of incoming students have either beginners or advanced proficiency according to the LAB-R.
3. Teachers have examined the data and curriculum has been targeted to emphasize the reading and writing skills that the students stall at. The Milestones content-based program addresses many of the mechanical, vocabulary, fluency, reading skills, and writing skills that we have found our students need.
4. a. The majority of incoming students have either beginners or advanced proficiency according to the LAB-R. There are fewer beginners in the higher grades. Many students reach proficiency in listening and speaking across all grades, but few reach it in reading and writing. Many freshmen enter LICHS at the advanced level.  
 b. Teachers are trained to use the periodic assessments to create instructional goals and areas of focus based on student weaknesses and to avoid redundancies based on clear areas of growth.  
 c. Native language is being used to support and understand students full potential in terms of literacy. Diagnostics are administered in native languages in order to assess literacy.
5. n/a
6. The school analyzes student results on the NYSESLAT, the Regents, and progress towards graduation. Departmental and class assessments used across the content areas are also used to evaluate the success of our programs and create modifications.

### 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.

## 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		