



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

LIBERATION DIPLOMA PLUS HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21k728

PRINCIPAL: APRIL LEONG EMAIL: ALEONG@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
APRIL LEONG	*Principal or Designee	
DEBORAH GILLICK	*UFT Chapter Leader or Designee	
BARBARA COOPER	*PA/PTA President or Designated Co-President	
CHAUNTIS WILLIAMS	DC 37 Representative, if applicable	
ALBERT WEBB NATIFAH COOPER	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
RASHIDAT BALOGUN	CBO Representative, if applicable	
RICHARD DOUGLIN	Member/Teacher/Chair	
ALBERT NICKERSON	Member/Teacher	
MICHELE HUDSON	Member/Parent	
YOLANDA DEBENEDETTO	Member/Parent	
SAMANTHA MCMILLAN	Member/Parent	
REGINA MITHCELL	Member/Parent	
ANITA CRUZ	Member/ Community	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To improve parent engagement, thereby increasing their participation in the Learning Environment survey by 10% (41%in 2010-2011) by June 2012. By June 2012 parent engagement will increase by 10% from 41% to 51% based on the Learning Environment survey.

Comprehensive needs assessment

The entire staff at liberation evaluated the Learning Environment Survey for 2010-2011. While the school got a favorable rating from the parents, in all categories, only 41% of the parents in the school responded to the Learning Environment Survey. This was 11% lower than the average response rate for New York City. Parent feedback is critical in learning how to best help parents to support their children and participate, as appropriate, in the decisions relating to their education. The more parents correspond with the school on a regular basis, they will be kept informed about their children's educational needs, such as academic requirements (including standardized testing information and learning standard) and extra-curricular activities that my help to enrich their children's educational experiences.

Also, parent feedback assists the school in knowing parents' opinions about the effectiveness of the information and training that the school is providing to help them become involved in planning and decision making in support of the education of their children. With increased parental engagement, parents will feel more informed and be more willing, and confident, in answering the Learning Environment Survey, which can provide valuable information to the school on the areas in which improvement is needed in terms of parental involvement.

During the last academic school year, fewer than half of the parents participated in the Learning Environment Survey. This makes it difficult to accurately assess the effectiveness of our school program as it relates to parents, and shows that we need to strengthen parental involvement as a means improving student achievement.

As parent involvement (including completing the Learning Environment Survey) improves, the school will be better able to assist parents in providing the needed support to their children and as a result put the school in a position to improve student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Utilizing the data from the 2010-2011 Learning Environment Survey as a needs assessment, the parent coordinator in consultation with the school administration will implement several programs and incentives including:

- On going regular communication and training via Datacations
- Parent workshops on select topics i.e. Graduation requirements, CCSS, and Teacher Effectiveness

- Parent incentives
 - Parent Recognition Awards
 - Saturday breakfast meetings
 - Buddy system and phone-call-chain to improve participation rates of parents
 - Family Nights
 - Student Award Ceremonies and Shows
 - Shows, holiday celebrations, parent appreciation, newsletter, and workshops
- Parents will have access to student performance via Datacation

Strategies to increase parental involvement

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.
- Teachers are offered tuition reimbursement where necessary.
- Teachers receive information on their status in regard to licensing.
- Teachers teach courses that they are qualified to teach.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, TL Parent Involvement and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Food funds will be used with dollars from TL Parent Involvement
- Incentives will be funded with dollars from TL Parent Involvement
- Printing will be funded with dollars from TL Fair Student Funding, TL Translation
- Supplies will be funded with dollars from TL Fair Student Funding, Title 1 SWP
- Printing material will be funded with dollars from TL Fair Student Funding, TL Translation
- Postage will be funded with dollars from TL Fair Student Funding
- Datacation will be funded with dollars from TL Fair Student Funding and Title 1 SWP

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 100% of the teachers will be exposed to and formally observed by administrators using the Danielson Framework for professional practice and teacher effectiveness.

Comprehensive needs assessment

With the adoption of the new Common Core Learning Standards (CCLS) and a transition to a more comprehensive teacher evaluation framework, it is important to align resources to help prepare the academic staff to implement the necessary changes in pedagogical practice to align with the new expectations.

Schools were told that they are able to use a standard rubric as a variance if it is already used within their school district and meets the state requirements. Since the New York City Department of Education (NYCDOE) did not have a standard rubric that was used by the District that can be used as a variance, LDPHS has decided to use the Danielson Framework for Teaching, one of the rubrics recommended by the state, to assess teacher progress. The Danielson rubric has also been recommended by the NYCDOE. However, we determined that before teachers get any summative evaluation using the Danielson rubric, they will have to have professional development which includes analyzing their current teaching practice, identifying their strength and weaknesses as defined by the rubric, and share best practices among departments. The training and development will include using the Lead Teacher as an internal resource, and also using the Network coach to assist teachers to modify their teaching practice as needed to become proficient in utilizing the skills (or addressing the domains) that are outlined in the Danielson Framework on a regular basis.

Besides formal professional development, formative observations are needed to help the administration and teaching staff become more

familiar with the practical application of using the Danielson Framework as a guide to delivering classroom instruction, and assessing the quality of teaching and learning. This will have to take place throughout the year, on an incremental basis, with teachers getting feedback from the administration as it relates to the development of their pedagogical skills in relation to the Danielson Framework.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

To increase the overall comprehension of the Danielson Framework teachers will be introduced to the competencies and observation rubric. The framework will provide a common lens for administrators to evaluate teaching practices and identify next steps for individual staff members. To improve teacher effectiveness we will:

- Provide Professional Development sessions as an introduction to the basics of the Danielson framework
- Provide each teacher with a copy of Danielson’s book “Enhancing Professional Practice”
- Explaining the Framework and providing strategies for goal setting and evidence of growth utilizing a school wide rubric
- Conduct focused classroom walkthroughs, to improve informal and formal observations targeting and differentiating to meet the needs of individual teachers.

Immediate feedback to teachers on classroom practices and student engagement.

Strategies to increase parental involvement

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials (such as Danielson books and UBD workbooks) to support curriculum development will be funded with dollars from Title 1 SWP
- Supervisor Per-Session (2X a week) for staff development will be funded with dollars from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Teacher Per-Session (2X a week) for staff development will be funded with Title 1 SWP, Title 1 ARRA and TL Funding

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Teachers will develop a minimum of one performance task in literacy and/or math (in English, math, social studies and science) that will be embedded in a rigorous curriculum unit aligned to the Common Core so that by June 2012, %100 of students attending would have been assessed via performance task in one or more subject areas.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The adoption of the new Common Core Learning Standards (CCLS) requires all schools to begin designing curriculum tasks that are aligned to the new standards. Therefore, teachers have to get professional development in developing assignments, projects, and units of study using the CCLS.

LDPHS is a small transfer school that serves at-risk students who are over-aged and under-credited. The school also has a small pedagogical staff which includes 10 classroom teachers. Therefore, the administration has decided that all teaching staff (not only Mathematics and English teachers) should be included in developing assignments that address the key standards identified by the NYCDOE for implementation in the first session of the 2011-2012 school year. This will help to ensure that the transition to using the CCLS will be orderly, and teachers will not be overwhelmed in trying to adopt the new standards in the upcoming years. All the teachers, in every subject areas, will be introduced to developing, delivering, and evaluating assignments aligned to the CCLS.

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

The CCLS assignment tasks are authentic assessments, which can be used in students Gateway portfolios. Therefore, it is in the schools best interest to incorporate the new CCLS initiative school-wide as it complements our current DP Model, and will benefit our students in all departments in acquiring the skills they need to be successful when the graduate and enter a postsecondary institutions.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will receive department wide professional development from AUSIIE professionals.
- Teachers will align their current curriculum to the Common Core Learning Standards (CCLS).
- Teachers will receive in-house support from our Lead Teacher, Network and administration.
- Teachers will use common planning time to adjust the rigor and lessons as they are informed by student work.
- Teachers will use the GRASP tool to assist in building performance tasks.

Teachers will use all supports, online tools, and student work, CCLS, to create appropriate learning tasks as they relate to their subject areas in literacy or math.

Strategies to increase parental involvement

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.
- Identify activities or strategies that will support non HQ teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials (such as Danielson books and UBD workbooks) to support curriculum development will be funded with dollars from Title 1 SWP

- Supervisor Per-Session (2X a week) for staff development will be funded with dollars from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Teacher Per-Session (2X a week) for staff development will be funded with Title 1 SWP, Title 1 ARRA and TL Fair Student Funding

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

To use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort L, who do not transfer or prematurely leave the school, get promoted by August 2012.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On October 31, 2011, 100% of students in Cohort L who were enrolled at Liberation for more than one term, did not earn enough credits to be promoted to the next grade or graduate (as of August 2011) as indicated by the RESI report. Therefore, improving credit accumulation and Regents scores are the two main goals that we aim to accomplish. We will use data to inform instruction and school wide initiatives to ensure that at least 50% of Cohort L, who do not transfer or prematurely leave the school, get promoted at least 1 grade and or graduate by August 2010. The Target Population for improving credit accumulation consists of all the students in Cohort L who were on the register as of October 31, 2011.

The promotion or graduation of Cohort L students affects the entire student population. If Cohort L students continue to fail to pass the courses they need to be promoted, and as a consequence have to repeat those courses, this will affect the number of seats available in these courses for all students. For instance, older students, who are twenty one years of age, or who are approaching twenty one, will have to be given priority in terms of scheduling for courses for which seats are limited. As a result, this will limit the number of seats available for younger students. The administration, therefore, has to design the schools program to accommodate the Cohort L students who need additional support to earn credits and graduate, without adversely affecting other cohort groups.

In order to accomplish this goal, the school uses a combination of several programs such as PM school, independent study courses, and summer school. There are also other ongoing programs which are designed to help students to balance their social emotional development and their academic goals. These programs include AIS, case conferencing, advisory, Inquiry Team and collaborations with CBOs and colleges.

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

Summer School is offered to all students. Both credit recovery and newly assigned courses are offered during the summer. Courses that

are needed are identified by the guidance counselor and the program chair. Classes are assigned for the months of July and August. Students are able to take newly assigned and/or credit recovery courses.

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

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

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

Besides helping students to write ILPs, advisors also conduct advisory classes 1 period per week. The advisory period is instrumental in helping to improve credit accumulation. The curriculum was created by our advisors with the assistance of Educators for Social Responsibility and was designed specific to our population. Advisory classes are also designed to assist students in keeping track with graduation requirements.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The administration in collaboration with the Inquiry team and the career advisors will analyze student midterm progress reports and earned credits at the end of each term, inform parents and students of their progress, and help students create Individual Learning Plans to meet their goals.

- Independent Study will be implemented and be used, in conjunction with iLearn, each term and will be supervised by the independent study coordinator and assigned based on students' needs and abilities.
- The administration will organize the school by trimesters and give students the opportunity to gain more credit over the period of one year and also allow students a quicker turn-around time to repeat a failed course. This will be implemented at the beginning of the year and the terms will be

indicated in the school's calendar.

- PM School will be offered for two terms (the first term starts in September, and second, in January). Classes that are needed will be identified by the guidance counselor and the administration.
- The administration will incorporate online programs such as Class.com and Aventa to provide students the opportunity to recover credit. Student work will be monitored by the subject teachers. The credit recovery will be formally implemented by the third term for students at risk of not being promoted.
- Summer School (Credit Recovery) will be offered to all eligible students. Classes that are needed will be identified by the guidance counselor and administration. Classes will be assigned for the months of July and August.

Strategies to increase parental involvement

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds NYSTL, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per-Session (4X a week) for staff development will be funded with dollars from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Teacher Per-Session (4x a week) for staff development will be funded with Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Consumable instructional materials for use during extended day programs will be funded with dollars from TL Fair Student Funding
- Online Programs such as Aventa and Castle learning will be funded with dollars from TL Fair Student Funding and TL NYSTL software

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

We will increase the percentage of students scoring a 75 or higher on the Integrated Algebra Regents from 15% to 18% by August 2012.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The fact that we only had 16% of the student population scoring 75% or higher on the Regents examination, shows that we need to improve in the area of College preparedness in the area of Mathematics. This target is especially important since most of the City University Of New York (CUNY) schools require a score of 75% on the Algebra Regents in order for a student to be considered college ready in that subject, and not required to take remedial courses. Since most of our students attend CUNY colleges, this makes it a priority to improve these scores.

In our College Readiness Index for the 2010-2011 school year, no student achieved a point for college readiness as a result of their mathematics score. On the other hand, students received points for Level 4 scores in English. College Readiness will be one of the categories by which all New York City schools will be assessed in the future, and it will affect the schools report card.

In addition to trying to meet city expectations, LDPHS is invested in improving student college readiness because our school was designed on the premise that our students would be prepared to pursue post-secondary education. This is a part of the Diploma Plus essentials, the Future Focus aspect. The Future Focus aspect of Diploma Plus maintains that our goal is not only to obtain a high school diploma, but for students to graduate from our school college and career ready, and responsible and productive members of the community. As a Diploma Plus school we focus on students' futures through transitional experiences including but not limited to college exposure and experience, internships, and workshop experiences, and career preparedness and community connections. Therefore, improving our college and career readiness will help us to better represent the model upon which our school was founded, and it will be very beneficial to our students.

The major strategy will be to identify students who are in need of AIS services in mathematics. This group of students will include students who performed below standard in standardized mathematics examinations and students who are doing poorly in their mathematics classes. These students will be mandated to attend AIS classes, in addition to the regular mathematics classes on their programs. Individualized tutoring will be the main methods of delivery of service used during AIS period. The resources that will be used include worksheets from Jmap, and edhelper.com, the Algebra Guide, and educational software such as Castle Learning and Skillstutor.

During the AIS periods, instruction will be differentiated according to individual student needs. The Mathematics teachers will use data collected on the students, from the Inquiry Team, to design the instructional program for the students.

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

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

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Inquiry Team will analyze students' academic information and provide the math department with the data, which they (the Math Department) will use to differentiate instruction during the first and second terms.
- The math teachers will use the common Planning time, built into teachers' daily schedule from September, to share resources and cooperatively develop and differentiate curriculum to meet student needs (ongoing).
 - The parent coordinator, career advisors, and assistant principal will use the progress reports and to inform parents at midterm intervals of every term.
 - Math teachers will implement small Group and individualized tutoring (Mon-Thur.) built into teachers' daily Academic Intervention Services (AIS) schedules.
- All teachers will share best practices during department meetings and other general meetings (Ongoing) • Student progress will be analyzed and plans will be adjusted after the 2012 January Regents Examination Period. The Inquiry team will also analyze students' January Regents examinations and identify topics and competencies in which students require help. Information will be used to create new curriculum for the Third term. In addition, the information will be used to target instruction to students' deficit areas during the remainder of the second term.
- Students who are failing classes or have failed to score at least 65% on the January Math Regents will be given a performance test before the third term to identify competency areas in which they are not proficient and inform decisions about which math classes they will take in the third term.
 - Students will be placed on Castle Learning to gain support in preparation for the Integrated Algebra Regents Exam.

Strategies to increase parental involvement

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

- All current staff are Highly Qualified or in the process of becoming highly qualified. Title 1 funds are set aside to assist staff in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- N/A

Budget and resources alignment

As a Title 1 School-Wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, NYSTL, and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor Per-Session (4X a week) for staff development will be funded with dollars from Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Teacher Per-Session (4x a week) for staff development will be funded with Title 1 SWP, Title 1 ARRA and TL Fair Student Funding
- Consumable instructional materials for use during extended day program will be funded with dollars from TL Fair Student Funding
- Online programs/software such as Castle Learning will be purchased with dollars from TL Fair Student Funding and TL NYSTL software
- Inquiry Team Meetings per session (1-2X a week) with dollars earmarked for inquiry team and TL Fair Student Funding
- Professional instructional/development materials will be funded with dollars from Title 1 SWP
- Teachers meet within departments weekly to work on curriculum development and utilization of authentic assessments will be funded with dollars from Title 1 SWP when necessary for professional development by Aussie or others.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	27	26	30	27	30	NA	NA	NA
10	73	73	70	92	92	NA	NA	NA
11	8	7	5	15	15	NA	NA	NA
12	5	9	5	24	24	NA	NA	NA

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:20-8:50 am) for A.I.S. The teachers will use sustained reading and facilitating with targeted literacy skills Tactics (7 Habits of Effective Readers). In addition, teachers will utilize essay templates for formal, organized writing. Regents/RCT application exercises will also be taught. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Mathematics	One-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:20-8:50 am) for A.I.S. The resources that will be used include worksheets from Jmap, and edhelper.com. Interactive programs such as Brainpop.com will also be utilized. In addition, the Algebra Guide, and RCT Prep textbooks will also be utilized. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Science	Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:20-8:50 am) for A.I.S. Interactive programs such as SkillsTutor, and Regentsprep.org will be utilized by the teacher to facilitate instruction. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Skillstutor will be used as reinforcement for students in need of additional assistance.
Social Studies	Small group and one-to-one tutoring will be the main methods of delivery of service used during the 0 Period class Monday-Thursday (8:20-8:50 am) for A.I.S. Interactive programs such as SkillsTutor, Regentsprep.org, and the C-Span website will be utilized by the teacher to facilitate instruction. In addition, worksheets and the American Journal textbook will be used to assist students in developing the necessary skills needed to answer short answer, and DBQ questions. During the regular school day differentiated instruction will be used and education software such as Castle Learning and Eduware will be used as reinforcement for students in need of additional assistance.

At-risk Services provided by the Guidance Counselor	AIDP counseling: group and individual counseling regarding academic issues. Attendance outreach is also conducted by the guidance counselor.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 21	Borough Brooklyn	School Number 728
School Name Liberation Diploma Plus High School			

B. Language Allocation Policy Team Composition [?](#)

Principal April Leong	Assistant Principal Bruce Gonzales
Coach Frances Fernandez	Coach type here
ESL Teacher Gerlad Richter/Special Ed	Guidance Counselor Marlina Seignon
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	190	Total Number of ELLs	3	ELLs as share of total student population (%)	1.58%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam after conducting an informal oral interview. We will use in house staff to translate during the intake process as the need arises. Currently our staff members comprise of individuals who are fluent in Russian, Spanish, Creole, and Chinese. In the event that we can't accommodate a language I will call the DOe help desk for translation assistance. My network pint person will be contacted for assistance in administering the LAB-R or Spanish LAB-R if the need arises but we will make sure the process is completed with-in the required ten days. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. The Parent Coordinator and our School Leadership Team are working together to publish a monthly newsletter. This newsletter will be translated into Spanish and will provide parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and will highlight student achievement. Our parent coordinator will hold monthly parent meetings with translators present (as needed), and all school letters will be accessible to the parents in at least English and Spanish. Our Guidance Counselor is an essential part of our school's admission team and will review the parent survey form and program selection form during the student's first interview. At this interview, the ESL program, LAP policy and the orientation materials will be presented to the parents and student. The conference will discuss the varying types of services provided to ELL students such as Dual Language Instruction, Bilingual Education Programs and Freestanding ESL programs. Parents will be given the choice of picking a program that best serves their child's need. This will be reinforced in the form of letters that are provided to each parent of an incoming student. Letters will be provided to parents in their native language as well as spoken. My pupil accounting person will be in charge of collecting and storing all information in the guidance counselor's office. A one-on-one interview with the Special Education Teacher and native language translator will assure both parent and student comprehension. Based on this parent choice and the number of English Language Learners, Liberation currently provides only a freestanding ESL program. This has been the trend for our first year and is aligned with both parent and student request. This admissions conference will also provide an opportunity for the ESL Coordinator to disseminate a copy of the Language Allocation Policy to all our ELL families. This information is also provided to parents during the first Parent Association meeting of each semester and speaks about methodologies that will assist children in English learning classrooms.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

	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	
TBE	1									1
Dual Language										0
ESL										0
Total	1	0	0	0	0	0	0	0	0	1

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											2			2
Chinese														0
Russian														0
Bengali														0
Urdu										1				1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	1	2	0	0	3								

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

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

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

B. Programming and Scheduling Information--Continued

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

Academic Intervention and Support Services - During each semester the Special Education teacher conducts academic support by providing our ELL students during the AIS zero period and through the assigned resource period. At these one-on-one tutorial sessions the Special Education instructor provides valuable support for the student. Additionally, ESL support are provided during the PM school session and ELL students are targeted and programmed for these AIS courses by both the ESL teacher and Guidance Counselor.

School Spirit and Collaborations – during the traditional school year, all teachers in collaboration with the parent coordinator and coordinator of student activities plans for after-school events that celebrate the progress and performance of our ELL students. Families are invited to participate and celebrate their child's education in a program that emphasizes our school's commitment to multi-culturalism.

Newcomers Plan – Students who arrive at Liberation and are newcomers to either NYC or the United States will be evaluated using the LAB-R exam. Results of this exam will be reported to the Department of Education and to the school's admission team. A parent / student interview will be conducted with the parent coordinator, ESL Coordinator and the guidance counselor. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

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

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

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

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	2	0
Integrated Algebra	0	0	1	0
Geometry				
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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

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.

Here is our full Language Allocation Policy:

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

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

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

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

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

a) Standardized Assessments take into consideration student proficiency in native languages (where/when necessary). Providing assessments in native languages as permitted. Teachers collaborate with the Special Education teacher and where/when necessary, produce

Part VI: LAP Assurances

School Name: <u>Liberation</u>		School DBN: <u>21K728</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
April Leong	Principal		11/30/11
Bruce Gonzales	Assistant Principal		11/30/11
Sharene Caraway	Parent Coordinator		11/30/11
	ESL Teacher		
Barbara Cooper	Parent		11/30/11
Gerald Richter/Special Ed.	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		
Frances Fernandez	Coach		11/30/11
	Coach		
Marlina Seignon	Guidance Counselor		11/30/11
Sumita Kaufhold	Network Leader		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21K728 **School Name:** Liberation Diploma Plus High School

Cluster: 1 **Network:** 108

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

Part A: Needs Assessment Findings

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

Liberation High School identifies the primary language spoken by the parent of each student upon enrollment. This information is kept on file, maintained in ATS and recorded on the child's emergency contact card. We Currently we have a small number of parents whose primary language is Spanish. Spanish is typically the only languag that we will need translation and interpretation services for. We have translated many of our school letters into Spanish and make use of in- house translators for telephone calls and conferences. The Translation and Interpretation unit will assist us in translating any additional information as needed.

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.

For the 2011-2012 school year, we anticipate Spanish as the only language, other than English, that we will need to provide translation and interpretation services. This information is gathered during our intake process. School information is constantly shared between school and home through the use of mailings and phone calls. Frequent formal and informal conversations and meetings are a by-product of a unique collaborative culture where the exchange of information is encouraged. There have been and will continue to be formal and structured opportunities to share information and provide feedback to the ongoing planning and development of the CEP. For example, there have been frequent parent meetings to elicit feedback from parents. There have been mailings to all parents that do not attend these meetings to provide information about our schoolwide goals and objectives.

Part B: Strategies and Activities

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

We will maintain an appropriate and current record of the primary language of each parent in ATS and on the student's emergency card. Identify all school letters and other written forms of information that need to be translated. All letters and important information will be translated into the parent's primary language through the Translation and Interpretation Unit of the Department of Education. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting written translation. We will also utilize the Department of Education's website for notices that are already translated.

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.

On-site Bilingual staff members will translate when parents come in for conferences. If an appropriate staff member is unavailable, we will use over-the-phone interpretation services communicate with a non-English speaking parent with the assistance of an interpreter on the phone. The Translation and Interpretation Unit provides New York City Department of Education (NYCDOE) schools and offices with an internal resource for requesting oral interpretation services.

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>.

We will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.