



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS**

DBN: **02M550**

PRINCIPAL: **MELODEE A. KHRISTAN**

EMAIL: **MKHRIST@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **TAMIKA MATHESON**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Melodee A. Khristan	*Principal	<i>Signature On File</i>
Katie Farrell	*UFT Chapter Leader/Teacher	<i>Signature On File</i>
Fausto Urena	*PA Co-President / Parent	<i>Signature On File</i>
Juana De La Cruz	Member/Parent	<i>Signature On File</i>
Delores Lujan	Member/Parent	<i>Signature On File</i>
Edward Georgiev	Member/Parent	<i>Signature On File</i>
Josefina Luciano	Member/Parent	<i>Signature On File</i>
John Amann	Member/Teacher	<i>Signature On File</i>
Noel Jackman	Member/Teacher	<i>Signature On File</i>
Pedro Leon	Member/Teacher	<i>Signature On File</i>
Christina Lozano	Member/Teacher	<i>Signature On File</i>
Yeisly Reyes	Student Representative	<i>Signature On File</i>
Adam Zokari	Student Representative	<i>Signature On File</i>

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June of 2012, 100% of all teachers will become a member of one of four “houses” whereby teams of ESL and content area teachers will collaborate in the design, development, and implementation of each house.

### **Comprehensive needs assessment**

We gathered data from a variety of sources when we conducted our comprehensive needs assessment including the following:

- Recommendations from an external school curriculum audit (ESCA) by Learning Point Associates, an affiliate of American Institutes for Research;
- Results of the 2010-2011 New York City School Learning Survey;
- Results of the New York State Report Card;
- ATS reports including LAB-R, NYSESLAT, and attendance;
- HSST reports including transcripts, report cards, mark analysis, Regents exams results; and
- In-house surveys of staff, parents, and students
  - Professional development needs for teachers and support staff
  - Workshop requests for parents and guardians
  - Student needs for academics, extracurricular desires, and future dreams

As a result of numerous discussions focused on the data compiled we, as a school community, determined it was essential to break into smaller learning communities within the school. We determined that the best option was to break into four houses whereby each grade, 9, 10, 11, and 12 would be represented by a specific group of ESL and content area teachers.

### **Instructional strategies/activities**

- Strategies/Activities
  - All teachers will be assigned to be a member of a smaller learning community (house)
  - Once teachers are assigned to a house each smaller learning community will begin to plan for upcoming school year.
  - Teachers will meet in houses to determine needs of students and teachers for
  - Curriculum development for each house
  - Each house will be made up of ESL and content area teachers.
- Resources and Responsible Staff
  - All teachers
  - AUSSIE Coach
  - Curriculum Mapper
- Evaluation of Effectiveness
  - All teachers
  - Results of Learning Survey
- Timeline for Implementation.
  - September, October—All staff will participate in ongoing discussions determining the process of breaking into houses.
  - November--All staff will participate in a full-day professional development session in November to determine the needs of each content area
  - December and January—We will look at student needs for courses and teacher preferences for assignment of houses.
  - February through June—teachers will meet in their new houses planning for full implementation of the four houses for September 2012.

**Strategies to increase parental involvement**

The following strategies and activities as outlined in the Title I Parent Involvement Policy will be implemented to achieve this goal:

- information concerning this goal will be shared with our parents/guardians at parent association meetings
- information will be translated and sent home for parents/guardians through a parent newsletter
- we will continue to offer parents/guardians ESL classes to increase their own English skills
- information will be provided to our parents/guardians during parent/teacher conferences
- we will dedicate at least one parent association meeting to discuss the process with parents and guardians

**Strategies for attracting Highly Qualified Teachers (HQT)**

We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. We survey our teachers to determine their individual needs. The initial survey is conducted at the beginning of the school year. A second survey is conducted midway through the school year to adapt to individual needs and finally, a survey is scheduled to be conducted at the end of the school year to determine the needs of the teachers for the upcoming school year. We monitor the needs of our teachers and adjust accordingly. We provide job-embedded and off-site professional development opportunities. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of an AUSSIE coach and instructional support through our Network. Finally, our supervisory team is proactive in providing ongoing continuous support.

**Service and program coordination**

We are utilizing the services of our Network instructional support team and AUSSIE.

**Budget and resources alignment**

Tax Levy, Title I, Title III

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2**

At the completion of the 2011-2012 school year 60% of the juniors identified as English Language Learners will achieve a 65% or above on the Comprehensive English Language Arts Regents exam.

### **Comprehensive needs assessment**

We gathered data from a variety of sources when we conducted our comprehensive needs assessment including the following:

- Recommendations from an external school curriculum audit (ESCA) by Learning Point Associates, an affiliate of American Institutes for Research;
- Results of the 2010-2011 New York City School Learning Survey;
- Results of the New York State Report Card;
- ATS reports including LAB-R, NYSESLAT, and attendance;
- HSST reports including transcripts, report cards, mark analysis, Regents exams results; and
- In-house surveys of staff, parents, and students
  - Professional development needs for teachers and support staff
  - Workshop requests for parents and guardians
  - Student needs for academics, extracurricular desires, and future dreams

### **Instructional strategies/activities**

In order to achieve the proposed students' goal and objective on the Comprehensive ELA Regents exam, the following actions will be put into operation over the course of the 2011-2012 school year.

Strategies/Activities:

- All students in the 11<sup>th</sup> grade will be programmed with an 11<sup>th</sup> grade English teacher and an English as a Second Language teacher.
- One teacher will be designated as a resource room teacher. The resource room teacher will work with students that are identified as needing academic intervention.
- An after school program will be offered to students taking the ELA Regents exam.
- A Saturday Academy will be offered to students that are taking the ELA Regents exam in June.
- An inquiry team made up of ESL and English teachers will be formed with a concentrated focus on 11<sup>th</sup> grade students.

Resources and Responsible Staff

- The English, ESL, and resource room teachers will be funded with Tax Levy Fair Student Funding.
- The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Levy funds.
- The ELA inquiry team will be funded with TL Children First Inquiry Team funds.
- Professional development sessions will be funded through Title I.

Evaluation of Effectiveness:

- A teacher made diagnostic test will be given at the beginning of the school year by the English teacher. The diagnostic test will be analyzed to determine the needs of the students.
- In mid November and March teacher made midterm assessments will be given to students to determine their progress. The assessments will be modeled after the ELA Regents exam.
- In late May ELA Predictive assessments provided by Acuity will be given to students. The Predictive Class Assessment Reports will provide a scaled score and prediction of class performance as well as individual student performance on the upcoming state test. The Distractor Analysis Report will provide possible feedback to the teachers on students' incorrect answers.
- Finally, teacher made final assessments modeled after the ELA Regents exam will be given mid January and June. The information will provide the English and ESL teachers the final student academic intervention before the actual ELA Regents exam.
- Common planning time will be utilized to determine necessary adjustments.

Timeline for Implementation

- The English teacher will meet with students one period a day. The same teacher will follow the same group of students for the entire year.
- The ESL teachers will meet with students two periods a day. The students will be programmed in ESL according to their ESL level. The range of levels will be from ESL 3 to ESL 7.

- The pull-out teacher will meet with identified at-risk students 1-2 times a week depending on individual needs. These students will be identified throughout the school year beginning in September. Initially, students that are at ESL levels 3 and 4 will be identified.
- The after school program will begin in November and end in June. The classes will meet on Tuesdays, Wednesdays, and Thursdays for one hour.
- The Saturday Academy will run for six weeks beginning in May. The classes will run from 9:00 until 12:00.
- The English and ESL teachers will be programmed so that they have a common planning time in their schedule.
- Department/grade meetings will be scheduled the first and third Monday of every month for one hour after school.

**Strategies to increase parental involvement**

The following strategies and activities as outlined in the Title I Parent Involvement Policy will be implemented to achieve this goal:

- information concerning this goal will be shared with our parents/guardians at parent association meetings
- information will be translated and sent home for parents/guardians through a parent newsletter
- we will continue to offer parents/guardians ESL classes to increase their own English skills
- information will be provided to our parents/guardians during parent/teacher conferences
- we will dedicate at least one parent association meeting to discuss the process with parents and guardians

**Strategies for attracting Highly Qualified Teachers (HQT)**

We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. We survey our teachers to determine their individual needs. The initial survey is conducted at the beginning of the school year. A second survey is conducted midway through the school year to adapt to individual needs and finally, a survey is scheduled to be conducted at the end of the school year to determine the needs of the teachers for the upcoming school year. We monitor the needs of our teachers and adjust accordingly. We provide job-embedded and off-site professional development opportunities. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of an AUSSIE coach and instructional support through our Network. Finally, our supervisory team is proactive in providing ongoing continuous support.

**Service and program coordination**

We are utilizing the services of our Network instructional support team and AUSSIE.

**Budget and resources alignment**

- The English, ESL, and resource room teachers will be funded with Tax Levy Fair Student Funding.
- The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Levy funds.
- The ELA inquiry team will be funded with TL Children First Inquiry Team funds.
- Professional development sessions will be funded through Title I.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

At the completion of the 2011-2012 school year 65% of the students identified as English Language Learners will achieve a 65% or above on the math Regents exams.

### **Comprehensive needs assessment**

We gathered data from a variety of sources when we conducted our comprehensive needs assessment including the following:

- Recommendations from an external school curriculum audit (ESCA) by Learning Point Associates, an affiliate of American Institutes for Research;
- Results of the 2010-2011 New York City School Learning Survey;
- Results of the New York State Report Card;
- ATS reports including LAB-R, NYSESLAT, and attendance;
- HSST reports including transcripts, report cards, mark analysis, Regents exams results; and
- In-house surveys of staff, parents, and students
  - Professional development needs for teachers and support staff
  - Workshop requests for parents and guardians
  - Student needs for academics, extracurricular desires, and future dreams

### **Instructional strategies/activities**

In order to achieve the proposed students' goal and objective on the mathematics Regents exam, the following actions will be put into operation over the course of the 2011-2012 school year.

Strategies/Activities:

- All students in the math Regents bound classes will be programmed with the same math teachers for the entire school year.
- An after school program will be offered to students taking the math Regents exam.
- A Saturday Academy will be offered to students that are taking the math Regents exam in June.
- An inquiry team made up of math teachers will be formed with a concentrated focus on math students in Regents courses.

Resources and Responsible Staff:

- The math teachers will be funded with Title I and Tax Levy funds.
- The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Level funds.
- The math inquiry team will be funded with TL Children First Inquiry Team funds.
- Professional development sessions will be funded through Title I.

Evaluation of Effectiveness:

- A teacher made diagnostic test will be given at the beginning of the school year by the math teachers. The diagnostic test will be analyzed to determine the needs of the students.
- In mid November and March teacher made midterm assessments will be given to students to determine their progress. The assessments will be modeled after the math Regents exam.
- In late May math predictive assessments provided by Acuity will be given to students. The Predictive Class Assessment Reports will provide a scaled score and prediction of class performance as well as individual student performance on the upcoming state test. The Distractor Analysis Report will provide possible feedback to the teachers on students' incorrect answers.
- Finally, teacher made final assessments modeled after the math Regents exam will be given mid January and June. The information will provide the math

teachers the final student academic intervention before the actual math Regents exam.

- The HSST cumulative report for Comprehensive Math Regents will provide the scores for individual students.
- The math scores will be in ARIS.
- Student transcripts and permanent records will indicate the student's scores.
- The data will be broken down into subgroups as well as grade distribution.
- The HSST Regents summary report will be provided.
- The HSST Regents grade distribution report will be provided.

Timeline for Implementation:

- The math teachers will meet with students one period a day. The same teacher will follow the same group of students for the entire year.
- The after school program will begin in November and end in June. The classes will meet on Tuesdays, Wednesdays, and Thursdays for one hour.
- The Saturday Academy will run for six weeks beginning in May. The classes will run from 9:00 until 12:00.
- The math teachers will be programmed so that they have a common planning time in their schedule.
- Department/grade meetings will be scheduled the third Monday of every month for one hour after school.

### **Strategies to increase parental involvement**

The following strategies and activities as outlined in the Title I Parent Involvement Policy will be implemented to achieve this goal:

- information concerning this goal will be shared with our parents/guardians at parent association meetings
- information will be translated and sent home for parents/guardians through a parent newsletter
- we will continue to offer parents/guardians ESL classes to increase their own English skills
- information will be provided to our parents/guardians during parent/teacher conferences
- we will dedicate at least one parent association meeting to discuss the process with parents and guardians.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

We find it imperative that we continue to support all of our teachers through differentiated professional development opportunities. We survey our teachers to determine their individual needs. The initial survey is conducted at the beginning of the school year. A second survey is conducted midway through the school year to adapt to individual needs and finally, a survey is scheduled to be conducted at the end of the school year to determine the needs of the teachers for the upcoming school year. We monitor the needs of our teachers and adjust accordingly. We provide job-embedded and off-site professional development opportunities. We encourage teachers to attend workshops, classes, and conferences outside the school in order to keep up-to-date with the latest research in their disciplines. We provide our newer teachers with mentors that make available their experiences and expertise during school as well as after school. Additionally, we support the needs of any teacher that feels he or she would benefit with the support of a mentor. We also provide our teachers with the support of an AUSSIE coach and instructional support through our Network. Finally, our supervisory team is proactive in providing ongoing continuous support.

### **Service and program coordination**

We are utilizing the services of our Network instructional support team and AUSSIE.

### **Budget and resources alignment**

- The math teachers will be funded with Title I and Tax Levy funds.
- The afterschool program and Saturday Academy will be funded through Title I, Title III, and Tax Level funds.
- The math inquiry team will be funded with TL Children First Inquiry Team funds.
- Professional development sessions will be funded through Title I.

### 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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	40	40	30	30	10	0	5	8
10	30	30	25	20	20	2	8	12
11	25	25	20	20	15	2	8	10
12	22	25	10	10	10	2	3	9

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



# Liberty High School

250 West 18<sup>th</sup> Street. New York, New York  
Phone: (212) 691-0934 Fax: (212) 727-1369



Carlos M. Carmona  
McBrien  
AP Instruction  
Instruction

Melodee A. Khristan  
Principal

Michael E.  
AP

## SCHOOL PARENTAL INVOLVEMENT POLICY 2011-2012

### Part I – GENERAL EXPECTATIONS

Liberty High School agrees to implement the following statutory requirements:

- Liberty High School will put into operation programs, activities, and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118 – Parental Involvement* of the No Child Left Behind (NCLB) Act. The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, Liberty High School will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of English Language Learners (ELLs), providing information and school reports required under Section 111 – *State Plans* of NCLB in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Liberty High School will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- Liberty High School will carry out programs, activities, and procedures in accordance with this definition of parental involvement:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities—*
    - *that parents play an integral role in assisting their child's learning;*
    - *that parents are encouraged to be actively involved in their child's education at school;*
    - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on*

- advisory committees to assist in the education of their child;*
- and*
- *the carrying out of other activities, such as those described in Section 1118 – Parental Involvement of NCLB.*

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

1. Liberty High School will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – *Local Educational Agency Plans* of the ESEA:
  - a. We will invite parents to join the district parent committee.
2. Liberty High School will take the following actions to involve parents in the process of school review and improvement under Section 1116 – *Academic Assessment and Local Educational Agency and School Improvement* of NCLB:
  - a. We will invite parents to join our school leadership team and our Parent Association.
3. Liberty High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental strategies under the following other programs:
  - a. English Language Learners and family literacy.
4. Liberty High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies:
  - a. Information will be translated into the major languages of our parents for better communication.
  - b. Information will be interpreted into the major languages for our parents at various meetings and conferences.
5. Liberty High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. Liberty High School will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. Achieving higher standards, Regents exams, diploma requirements
    - 1. Orientation meetings will take place at strategic times of the year. The information will be geared to a specific grade.
- b. Liberty High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - i. Providing parents/guardians with same access in the evening. We will continue to provide family literacy for our parents/guardians through ESL classes.
- c. Liberty High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
  - i. Continuing to encourage our parents/guardians to become active members of our school community. We will model how to become actively involved in school.
- d. Liberty High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - i. Continue to expand our Parent Resource Center so that it becomes part of the parent/guardian school community.
- e. Liberty High School will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including formats upon request, and, to the extent practicable, in a language that parents can understand:
  - i. We will continue to utilize the expertise of our staff members. A majority of our teachers, guidance counselors, paraprofessionals, administrators, and school aides share the same languages and cultures of parents/guardians thus making it easier to provide materials in our families' native language.

**Part III- DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

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

**Part IV- ADOPTION**

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2011-2012 school year. This policy was reviewed and updated by all parties involved at the Parent Association meeting in September 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 22, 2011.

Melodee A. Khristan  
Signature of Principal (on file)

September 22, 2011  
Date



# Liberty High School

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Phone: (212) 691-0934 Fax: (212) 727-1369



Carlos M. Carmona  
Michael E. McBrien  
AP Instruction  
AP Instruction

Melodee A. Khristan  
Principal

## SCHOOL PARENT COMPACT

Liberty High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind (NCLB) Act (participating children), agree that this Compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during the school year 2011-2012.

### Part I- REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### School Responsibilities

Liberty High School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement Standards as follows:
  - All courses are aligned to meet NYC and NYS Standards in all core areas.
- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held as follows:
 

○ Thursday, October 27, 2011	5:00-7:30 PM
○ Friday, October 28, 2011	12:20-2:20 PM
○ Thursday, March 29, 2012	5:00-7:30 PM
○ Friday, March 30, 2012	12:20-2:20 PM
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Fall term 1<sup>st</sup> report card will be sent to the parents by mail.
  - Fall term 2<sup>nd</sup> report card will sent to the parents by the students and by mail.
  - Fall term final report card will be sent to the parents by mail.
  - Spring term 1<sup>st</sup> report card will be sent to the parents by mail.

- Spring term 2<sup>nd</sup> report card will sent to the parents by the students and by mail.
  - Spring term final report card will be sent to the parents by mail.
  - Communication between guidance counselors and parents/guardians will be ongoing.
  - All parents/guardians will have access to ARIS.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During parent/teacher conferences as stated above.
    - Please call the teacher to set up an appointment for a special conference.
    - Please call the guidance counselor to set up an appointment for a conference.
- Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities as follows:
    - Contact the teacher directly by telephone or note.
    - Contact the assistant principal to set up an arrangement.

### **Parent/Guardian Responsibilities**

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

- Supporting my child's learning by making education a priority in our home by:
  - Making sure my child is on time and prepared everyday for school;
  - Monitoring my child's attendance;
  - Talking with my child about his/her school activities everyday;
  - Scheduling daily homework time;
  - Providing an environment conducive for study;
  - Making sure that homework is completed; and
  - Monitoring the amount of television, computer, and electronic games my children participate in.
- Volunteering in my child's classroom;
- Participating, as appropriate, in decisions relating to my child's education;
- Promoting positive use of my child's education and communicating with the school with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work, and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences of negative behavior;

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

### **Student Responsibilities**

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

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

### **Part II- ADDITIONAL SCHOOL RESPONSIBILITIES**

Liberty High School will:

- Involve all parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;

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

### **Part III- ADOPTION OF SCHOOL PARENT COMPACT**

- This School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2011-2012 school year. This Compact was reviewed and updated by all parties involved at the Parent Teacher Association meeting in September 2011. The school will distribute this Compact to all parents of participating Title I, Part A children on or before September 22, 2011.

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

Fausto Urena, Parent: Fausto Urena (signature on file)

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

Date: September 22, 2011



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 02M550 **School Name:** LIBERTY HIGH SCHOOL ACADEMY FOR NEWCOMERS

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The findings of the ESCA that was conducted during the 2010-2011 school year are as follows:

- Develop and implement a schoolwide positive behavior policy and system.
- Create complete articulated curriculum maps that are aligned vertically and horizontally and include, standards, benchmarks, and activities that address and prepare students for rigor beyond high school.
- Develop and implement a professional development plan that is aligned to school goals and focused on subject-area content.
- Enhance students' preparation for college.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our goals for the 2011-2012 school year include the following:

- We are dividing our school into four houses. Each house will focus on one grade. We will have a 9<sup>th</sup> grade, 10<sup>th</sup> grade, 11<sup>th</sup> grade, and 12<sup>th</sup> grade house. ESL teachers and content area teachers will be identified for each house. The teachers will meet and work collaboratively throughout the school year designing, developing, and preparing for full implementation in the 2012-2013 school year. The teachers will meet bi-monthly during the fall term and then weekly during the spring term. Each house will focus on the specific needs of ELL students in each of the grades.
- We are reviewing and revising the ESL, ELA, and math curricula for all ESL, English, and math courses. All teachers have been trained to use a web-based curriculum mapping software program. The *Curriculum Mapper* is a web-based program that will enable teachers to create complete articulated curriculum maps (guiding documents) that will be aligned vertically and horizontally and include Common Core Learning Standards, benchmarks and skills that address and prepare students for rigor in each class.
- We will continue to offer students extended after school, Saturday, and summer school support. The after school program runs three days a week for one hour each day throughout the school year. The Saturday Academy program runs for six weeks in May and June. Each student is able to take to class for a total of three hours each Saturday. Finally, a six-week summer if offered to students enabling students to continue their studies throughout the school year.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. This year we are utilizing the expertise of an AUSSIE Coach. Our AUSSIE coach has been working with our teachers an average of two days per week. His expertise is working with English Language Learners and curriculum development. In addition, one of our assistant principals of supervision is focusing on the professional development needs of all teachers. He will be continuing the implementation of the Sheltered Instruction Observation Protocol (SIOP) Model. The SIOP Model is a researched based instructional model that focuses on English Language Learners.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
We support our new teachers with an experienced teacher. Our mentor teachers work with the principal and assistant principals in developing professional development activities that support the new teachers. Our mentor teachers work with our new teachers during the school day as well as after the school day. The mentor teachers and the new teachers visit each other's classes on a weekly basis. The partners meet after school to discuss the needs of the new teachers. Additionally, monthly meetings with the new teachers, mentors, and supervisors take place to support the professional development needs and growth of both the new teachers and mentors.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. All correspondence that is sent home to parents and guardians is automatically translated into the major languages of our families. Members of our staff are proficient in the major languages of our families and are able to provide the necessary translation needs. Additionally, we hold parent meetings whereby members of our staff explain and translate the information to our parents and guardians.

**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 <b>Corinne Rello/Sumita Kaufhold</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>550</b>
School Name <b>Liberty High School Academy for Newcomer</b>			

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

Principal <b>Melodee A. Khristan</b>	Assistant Principal <b>Carlos M. Carmona</b>
Coach	Coach
ESL Teacher <b>Christina Lozano</b>	Guidance Counselor <b>Robert Ball</b>
Teacher/Subject Area <b>Jeffrey Conway/English</b>	Parent <b>Fausto Urena</b>
Teacher/Subject Area <b>Betty Qian/Bil. Social Studies</b>	Parent Coordinator <b>Denise Mojica (PC-med. leave)</b>
Related Service Provider	Other
Network Leader <b>Sumita Kaufhold</b>	Other

### 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	<b>13</b>	Number of certified bilingual teachers	<b>6</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>400</b>	Total Number of ELLs	<b>400</b>	ELLs as share of total student population (%)	<b>100.00%</b>
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## Part II: ELL Identification Process

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

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

#### ELL Identification

1. The following steps are followed for the initial identification of those students who may possibly be ELLs:
  - a. Home Language Identification Survey (HLIS). The HLIS is given to all students when they come to interview with the guidance counselors. The HSIL is completed with the assistance of trained ESL and bilingual teachers. All of our students are initially interviewed and identified by our bilingual guidance counselors, principal, bilingual assistant principals, ESL teachers and/or bilingual teachers. This includes an oral interview in English and in the native language. It is determined during the initial interview session whether or not our school is the proper placement for prospective students. All of our new admits are identified as those that are newly-arrived non-English speaking immigrant students entering the ninth grade.
  - b. LAB-R. The LAB-R is administered to the students within the first ten days of being admitted to Liberty High School. The persons responsible for administering the LAB-R tests are English as Second Language (ESL) teachers and/or bilingual teachers all of whom have been trained in implementing the test.
  - c. NYSESLAT. The steps that are taken to annually evaluate our ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) include the following:
    - i. We participate in professional development activities that are offered through various entities including but not limited to the Office of English Language Learners at the New York City Department of Education, BETAC, and our Network support system.
    - ii. We then turnkey and provide professional development activities to all of our ESL teachers in preparing students for the NYSESLAT as well as the procedures in the administration of the NYSESLAT.
    - iii. We identify specific dates for the administration of each modality of the test. The speaking portion is administered first during the dates identified by the NY State Department of Education.
    - iv. We identify and train a team of four ESL teachers to administer the speaking portion of the NYSESLAT. The speaking team then administers the speaking portion of the NYSESLAT to every student that has been identified as an ELL that has not reached proficiency.
    - v. We identify dates for the writing, reading, and listening sections of the test. The writing section is administered first in order to correct the exams in a timely fashion. Once the students complete the writing section of the exam the results of the speaking portion are bubbled in for each student on his/her answer sheet.
    - vi. All of our non-proficient ELL students are tested on the reading, writing, and listening portions of the NYSESLAT in their ESL classes.
    - vii. We identify and train a team of six ESL teachers to correct the writing portion of the NYSESLAT. The results for each student is bubbled on his/her answer sheet.
    - viii. We share and analyze the results of the NYSESLAT with all teachers including ESL, NLA, and content area teachers.
    - ix. The principal and testing coordinaor goes through every bubble sheet for to ensure that all information is correct for each student. An up-to-date enrollment report is used to verify that all students are tested. All ESL and NLA certified teachers are part of the process of testing.
    - x. We use the RLAT results from ATS to determine eligibilty of students. Additionally, we use information from ARIS.

2. The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).
  - a. Process—The three program choices are explained to our parents/guardians during the initial interview session. The three program choices are explained by a bilingual guidance counselor, bilingual assistant principal or bilingual teacher. In the event a parent/guardian does not speak the language that our pedagogues speak we request the assistance of translators through the use of our educational paraprofessionals, bilingual school aides, outside agencies, or the translation unit provided by the NYCDOE. We also provide parents with the showing of the parent video for making a choice for the child/children. Finally, we offer several parent/guardian orientation sessions where information is provided to parents/guardians about our school and programs. The pedagogues are certified ESL, NLA, and bilingual teachers.
  - b. Outreach Plan—In the event parents/guardians feel that Liberty High School would not meet the needs of their child/children we actively reach out to enrollment centers and/or other schools that can better meet their needs.
  - c. Timelines—In general, our entire admissions process is centered around newly-arrived non-English speaking immigrant students. Every step is carefully planned out so that students are admitted in a timely fashion and immediately begin their courses of study. Each step is reviewed with the parents/guardians and students in order to accomplish all that is required for students to be admitted into our school and placed into the most appropriate program based on parent/guardian and student choice as well as the results of our placement tests in English and math and the LAB-R.
3. The following structures are in place to ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. All of our admissions folders for new students are assembled with all necessary documents by various native languages. As parent/guardians and students arrive to our school and are interviewed by guidance counselors all the entitlement letters, Parent Survey forms, and the Program Selection forms are filled out and completed. In the event additional time is needed for the family to make a decision our administrators and/or guidance counselors follow-up. This is extremely rare for us. In general, our families make their decision during the interview process. The three program choices are clearly explained to parents/guardians and students. The explanation includes the process, outreach plan, and timelines for each. It is during this time that the video of program choices are reviewed by parents/guardians and students.
4. The following criteria is used and procedures are followed in placing ELL students in bilingual or ESL instructional programs:
  - a. Guidance—as described earlier all of our prospective students and their parents/guardians are interviewed extensively during the admissions period. The bilingual counselors, bilingual teachers, bilingual administrators, and bilingual support staff participate in this endeavor.
  - b. Consultation/communication activities with parents in their native language—in the event we have prospective students whose native language is not one that is a part of the languages spoken by our faculty members we reach out to outside agencies for assistance when needed. All documents and correspondence that we send to parents are translated into the major languages of student body.
  - c. Placement letters are provided to parent/guardians and students at the time of enrollment. Copies of the placement letters are kept in the permanent files of the students. Continued entitlement letters are mailed and backpacked home in September of each school year. Copies of the continued entitlement letters are kept on file in the permanent records of the students.
5. After reviewing the Parent Survey and Selection forms for the past few years, the trend in program choices that parents have requested include the following:
  - a. 9th grade Spanish-speaking and Chinese-speaking students request TBE (about 10% of Spanish-speaking and 10% of the Chinese-speaking students request Freestanding ESL. We are finding the number of Spanish-speaking and Chinese-speaking students requesting Freestanding ESL is increasing.
  - b. 9th grade students speaking all other languages including French, Arabic, Polish, Haitian Creole, Korean, and Russian almost exclusively request Freestanding ESL instruction.
  - c. 10th, 11th, and 12th grade students of all native languages tend to exclusively request Freestanding ESL instruction.
6. The program models offered at our school are aligned with parent requests. In fact, we are finding that more and more of our parents/guardians are requesting Freestanding ESL for their children after their first year of school. We continue to monitor the requests of parents/guardians closely in the event we need to make changes.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 24

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☒	No☑	If yes, indicate language(s): Spanish, Chinese
Dual language program	Yes☑	No☒	If yes, indicate language(s): none

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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	22	10	6	5	43
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	20	16	12	8	56
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	42	26	18	13	99

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	400	Newcomers (ELLs receiving service 0-3 years)	293	Special Education	8
SIFE	99	ELLs receiving service 4-6 years	86	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									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	105	20	1	10	2	1	0	1	1	115
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	188	65	6	76	10	0	0	0	0	264
<b>Total</b>	<b>293</b>	<b>85</b>	<b>7</b>	<b>86</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>379</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	45	45	15	6	111
Chinese	0	0	0	0	0	0	0	0	0	6	24	3	0	33
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>51</b>	<b>69</b>	<b>19</b>	<b>6</b>	<b>145</b>								

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>n/a</u>	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	5	5	40	19	69
Chinese	0	0	0	0	0	0	0	0	0	6	4	19	13	42
Russian	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Bengali	0	0	0	0	0	0	0	0	0	2	4	3	2	11
Urdu	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Arabic	0	0	0	0	0	0	0	0	0	19	10	11	12	52
Haitian	0	0	0	0	0	0	0	0	0	2	1	0	1	4
French	0	0	0	0	0	0	0	0	0	17	16	7	11	51
Korean	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	2	4	5	4	15
Albanian	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Other	0	0	0	0	0	0	0	0	0	18	9	10	9	46
<b>TOTAL</b>	<b>0</b>	<b>71</b>	<b>54</b>	<b>99</b>	<b>72</b>	<b>296</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

## A. Programming and Scheduling Information

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?

### ELL Programming

1. Instruction is delivered by the following model:

a. Organizational Model. The organizational model that is implemented in our school is departmentalized.

i. All instruction in our core content areas is departmentalized. We have the following departments: ESL, English, math, social studies, science, physical education/health, Native Language Arts, the Arts, and special education.

b. Program Models: The program models that are used in our school include block, heterogeneous, and homogeneous.

i. Block--Our SIFE students are programmed through a block program. We have three block programs that support our SIFE students. The first includes our Spanish-speaking students who travel together for instruction in their native language in social studies, math, NLA, and science. They also travel together for ESL instruction. We also have two other block programs that support our other than Spanish-speaking students that have been identified with literacy and numeracy issues as well as being at least two years behind in their academic studies. The lower level Freestanding ESL SIFE block extensively supports our students in ESL instruction in English, math, science, and social studies. The higher level Freestanding ESL SIFE block extensively supports our students in ESL instruction in English, math, and social studies, as well as supports the science, social studies, and math teachers in ESL.

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

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

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

a. ESL, ELA, and NLA instructional minutes are explicitly delivered in each program model as per CR Part 154 by following the results of assessment of students from the LAB-R and yearly NYSESLAT. Our master program is set up as such that the daily, weekly, monthly, and semester minutes are calculated so as to ensure the proper number of minutes is being provided in each area. All students that are identified at the beginner level receive 690 minutes of direct ESL instruction per week. All students that are identified at the intermediate level receive 465 minutes of direct ESL instruction per week. Finally, all students identified at the advanced level receive 225 minutes of direct ESL instruction per week. In addition to ESL instruction students receive 45 minutes of English language arts per day. Students that receive native language instruction have a 45 minute class each day. Spanish-speaking SIFE students receive 93 minutes of Spanish native language arts instruction each day. Our school has 8 periods a day. Each period is 45 minutes long. All beginners receive 3 periods of ESL each day/5 days a week--equivalent to 690 minutes of direct ESL instruction per week. Intermediate level students receive 2 periods of ESL each day/5 days a week--equivalent to 465 minutes of direct ESL instruction per week. Finally, all advanced students receive 1 period of ESL each day/5 days a week--equivalent to 225 minutes of direct ESL instruction per week.

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

a. Languages—Spanish and Chinese Native Language Arts are offered to our students. Our Spanish-speaking and Chinese-speaking

## A. Programming and Scheduling Information

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

b. Instructional approaches and methods—We adopted the Sheltered Instruction Observation Protocol (SIOP) Model as a school wide initiative during the 2010-2011 school year. We decided to study and implement the SIOP Model in order to provide our students with continuity of best practices on all grade levels in all courses. We have also participated in QTEL professional development sessions as a part of our school wide plan for instruction. 100% of our faculty has participated in a series of professional development sessions for both the SIOP Model and QTEL.

4. Native language evaluation—our native language arts teachers assess the literacy level of the students at the beginning of the ninth grade when they first enter as a new student. The Spanish-speaking and Chinese-speaking students take the Spanish and Chinese required State reading tests each spring. We use teacher developed diagnostic assessments for native language.

5. We differentiate instruction for the following subgroups by:

a. SIFE—As described earlier our SIFE students are programmed in a block program for their first two years of study at Liberty. They are continually assessed to determine their growth patterns and needs for intervention. After the first two years our SIFE students are then mainstreamed into our regular courses where they are continued to be monitored. There are ELLs in all mainstream courses. We have three different levels for our SIFE students that first enter the school. Each SIFE student is assessed and placed into the appropriate level.

b. ELLs in the US less than three years—all of our students are given an in-house placement test in English and math so they are programmed in a program that meets their unique academic needs. Virtually all of our students enter Liberty High School in the ninth grade. All of our students are newly-arrived non-English speaking students and are thus supported in their courses on a continual basis. In general, 1st year ELLs are in the ninth grade, 2nd year ELLs are in the tenth grade, and 3rd year ELLs are in the eleventh grade. Again, depending on the ESL level of the student and the program they are in, each student receives at least a single, double, or single and double period of direct ESL instruction each day. Our free-standing ESL SIFE students receive ESL support in all of their classes. Our Spanish-speaking SIFE students receive ESL and NLA support in all of their classes.

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

d. Long-term ELLs—We provide additional ESL services that help support the students in language acquisition. Our long-term ELLs have access to academic intervention services during the day as well as tutoring and after school programs. Additionally, we provide special ESL support classes that directly address the needs of our long-term ELLs.

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

7. Our use of curricular, instructional, and scheduling flexibility in meeting the diverse needs of ELL-SWDs within the least restrictive environment includes:

- a. Curricular—
- b. Instructional—
- c. Scheduling flexibility--

### 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:

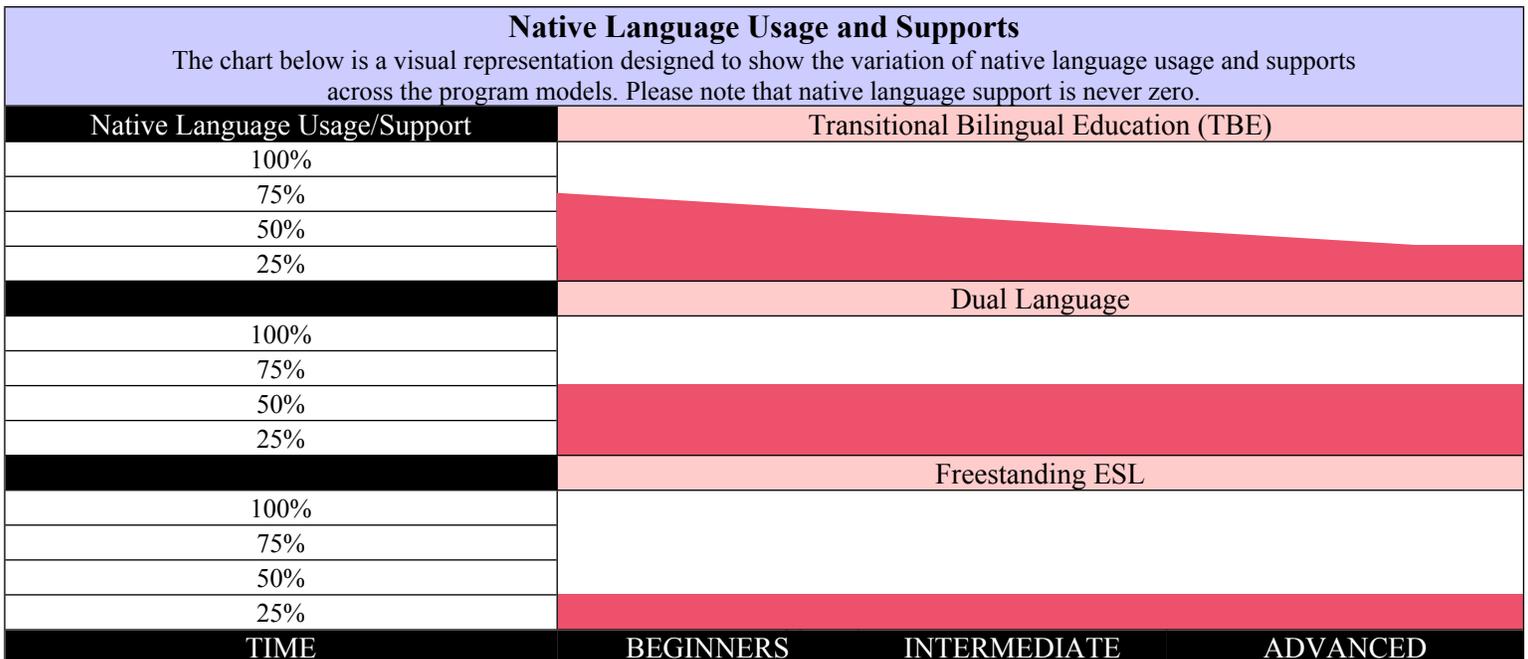
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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Native Language Arts	Spanish, Chinese
Social Studies:	Spanish, Chinese
Math:	Spanish, Chinese
Science:	Spanish, Chinese Support


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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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?

8. Our targeted intervention programs for ELLs in content areas as well as languages offered include the following:  
We provide our students that need targeted intervention in math, science, and social studies with additional ESL Regents based classes that address their needs for support.
- a. ESL/ELA--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Wilson Reading and RIGOR for low level literacy. We have a literacy program that provides additional periods of ESL.
  - b. Math--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.
  - c. Social studies--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.
  - d. Science--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. Our science lab is open after school for student support.
9. Our plan for continuing two years of transitional support for ELLs reaching proficiency on the NYSESLAT includes the following:
- a. Our students continue to have ESL support through their senior year.
10. The following new programs and improvements are being implemented for the school year.
- a. We will continue the adoption of the Sheltered Instructional Observation Protocol (SIOP) Model for our entire faculty. We have decided that it was important for our school community to be speaking the same language when it comes to our students.
  - b. We will be evaluating and revising all of our ESL and math courses.
  - c. We will be redesigning our 9th grade to better meet student needs at the very beginning of their academic career.
  - d. Each of our grades—9th, 10th, 11th, and 12th grades will be revised to be small houses so that the needs of students in each grade will be better met. All staff members will be a part of one of the houses. Some of the staff members may overlap in two houses.
11. We are not discontinuing any programs or services for our ELLs.
12. Our ELLs are afforded equal access to all school programs by the mere fact that our entire student body is made up of ELLs. Although students become proficient in English everything we plan and implement are for ELLs whether they are considered a beginner, intermediate, advanced, or proficient in English.
13. The following materials, including technology, are used to support our ELLs:
- a. Content and language materials--our textbooks meet the needs of English Language Learners, we utilize Rosetta Stone, Destination Math, Rigor, NorthStar, etc.
14. Native language support for our students in TBE and ESL is delivered in the following ways
- a. TBE--we offer our core content areas to students in Spanish and Chinese.
  - b. ESL--most of our students are able to be supported by one of our faculty/staff members who speak the native language of the student. Additionally, we have various software programs in different languages.

## 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?

8. Our targeted intervention programs for ELLs in content areas as well as languages offered include the following:  
We provide our students that need targeted intervention in math, science, and social studies with additional ESL Regents based classes that address their needs for support.
- a. ESL/ELA--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Wilson Reading and RIGOR for low level literacy. We have a literacy program that provides additional periods of ESL.
  - b. Math--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.
  - c. Social studies--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.
  - d. Science--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. Our science lab is open after school for student support.
9. Our plan for continuing two years of transitional support for ELLs reaching proficiency on the NYSESLAT includes the following:
- a. Our students continue to have ESL support through their senior year.
10. The following new programs and improvements are being implemented for the school year.
- a. We will continue the adoption of the Sheltered Instructional Observation Protocol (SIOP) Model for our entire faculty. We have decided that it was important for our school community to be speaking the same language when it comes to our students.
  - b. We will be evaluating and revising all of our ESL and math courses.
  - c. We will be redesigning our 9th grade to better meet student needs at the very beginning of their academic career.
  - d. Each of our grades—9th, 10th, 11th, and 12th grades will be revised to be small houses so that the needs of students in each grade will be better met. All staff members will be a part of one of the houses. Some of the staff members may overlap in two houses.
11. We are not discontinuing any programs or services for our ELLs.
12. Our ELLs are afforded equal access to all school programs by the mere fact that our entire student body is made up of ELLs. Although students become proficient in English everything we plan and implement are for ELLs whether they are considered a beginner, intermediate, advanced, or proficient in English.
13. The following materials, including technology, are used to support our ELLs:
- a. Content and language materials--our textbooks meet the needs of English Language Learners, we utilize Rosetta Stone, Destination Math, Rigor, NorthStar, etc.
14. Native language support for our students in TBE and ESL is delivered in the following ways
- a. TBE--we offer our core content areas to students in Spanish and Chinese.
  - b. ESL--most of our students are able to be supported by one of our faculty/staff members who speak the native language of the student. Additionally, we have various software programs in different languages.
15. Yes, all required services support and resources correspond to our ELLs' ages and grade levels.
- a. We are very cognizant of ensuring that our students receive services that explicitly geared for individual needs.
16. Our schools offer the following activities in assisting our newly enrolled students before the beginning of the school year:

## 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?

8. Our targeted intervention programs for ELLs in content areas as well as languages offered include the following:  
We provide our students that need targeted intervention in math, science, and social studies with additional ESL Regents based classes that address their needs for support.
- a. ESL/ELA--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Wilson Reading and RIGOR for low level literacy. We have a literacy program that provides additional periods of ESL.
  - b. Math--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.
  - c. Social studies--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program.
  - d. Science--We provide small group and one-on-one tutoring during the day. We have converted a room into a tutoring center that is used specifically for AIS. Additionally, we provide students with an extensive after school program, Saturday Academy, and summer school program. Our science lab is open after school for student support.
9. Our plan for continuing two years of transitional support for ELLs reaching proficiency on the NYSESLAT includes the following:
- a. Our students continue to have ESL support through their senior year.
10. The following new programs and improvements are being implemented for the school year.
- a. We will continue the adoption of the Sheltered Instructional Observation Protocol (SIOP) Model for our entire faculty. We have decided that it was important for our school community to be speaking the same language when it comes to our students.
  - b. We will be evaluating and revising all of our ESL and math courses.
  - c. We will be redesigning our 9th grade to better meet student needs at the very beginning of their academic career.
  - d. Each of our grades—9th, 10th, 11th, and 12th grades will be revised to be small houses so that the needs of students in each grade will be better met. All staff members will be a part of one of the houses. Some of the staff members may overlap in two houses.
11. We are not discontinuing any programs or services for our ELLs.
12. Our ELLs are afforded equal access to all school programs by the mere fact that our entire student body is made up of ELLs. Although students become proficient in English everything we plan and implement are for ELLs whether they are considered a beginner, intermediate, advanced, or proficient in English.
13. The following materials, including technology, are used to support our ELLs:
- a. Content and language materials--our textbooks meet the needs of English Language Learners, we utilize Rosetta Stone, Destination Math, Rigor, NorthStar, etc.
14. Native language support for our students in TBE and ESL is delivered in the following ways
- a. TBE--we offer our core content areas to students in Spanish and Chinese.
  - b. ESL--most of our students are able to be supported by one of our faculty/staff members who speak the native language of the student. Additionally, we have various software programs in different languages.
15. Yes, all required services support and resources correspond to our ELLs' ages and grade levels.
- a. We are very cognizant of ensuring that our students receive services that explicitly geared for individual needs.
16. Our schools offer the following activities in assisting our newly enrolled students before the beginning of the school year:

## E. Parental Involvement

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

1. Parent involvement in our school includes a parent resource center that was set up by our parent coordinator, an active Parent Association that meets monthly, an active Parent Leadership Team that meets on a monthly basis, ESL classes for our parents and guardians, parent-student workshops held during the day as well as after school and on Saturdays.
2. We partner with the following agencies and Community Based Organizations in providing workshops and services to our ELL parents:
  - a. The Door, Chelsea Ryan Health Center, More Art, Charles B. Wang Health Center, and the New York City Bar Justice Department.
3. We evaluate the needs of our parents by analyzing the results of the NYCDOE Learning Survey, talking to our parents during our monthly Parent Teacher Association meetings and talking to our parents at our monthly School Leadership Team meetings. Additionally, we get feedback from our parents through phone conversations and direct school visits with teachers, guidance counselors, school aides, paraprofessionals, administrators, and our family worker.
4. The parent involvement activities that we offer our parents directly address the needs of our parents. We know we are addressing the needs of our parents because of the feedback we receive from them. The activities that we plan for parents/guardians are based on services and/or information that are important for the support of their children. We are always looking at additional ways of providing services for our parents/guardians. Translation services are provided by our own staff members. In the event one of our parents/guardians do not speak that same language as our staff then we reach out to community organizations as well as the translation unit at the NYC DOE.

## C. Schools with Dual Language Programs

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

Not applicable as we do not offer a dual language program.

## D. Professional Development and Support for School Staff

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

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

## D. Professional Development and Support for School Staff

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

1. Our professional development plan for all ELL personnel at our school includes the following:
  - a. All members of our school receive professional development services. Our professional development plan includes the following members of our school community:
    - i. Administrators including—Principal and assistant principals
    - ii. all teachers including—ESL, English, bilingual, math, science, social studies, science, special education, physical education, art, and music
    - iii. Specialty staff—including our bilingual guidance counselors, college advisor, social workers, psychologist, speech therapist, literacy coaches, and vision specialist.
    - iv. Support staff—educational paraprofessionals, school aides, senior neighborhood family worker, and secretaries.
  2. We support our staff in assisting ELLs as they transition from middle to high school by the following:
    - a. We provide workshops on the unique needs of ELLs as they transition from a middle school setting from a different country into high school in America.
    - b. We provide our staff members with professional development on youth development.
  3. We provide the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. by the following:
    - a. All of our professional development plans are focused on English Language Learners. Our school community meets on a weekly basis throughout the school year. The focus for the 2011-2012 school year is on the implementation of the SIOP Model in all classes, in all grades. Our PD workshops are for all teachers and guidance counselors--the PD sessions are every Monday throughout the school year.
    - b. We encourage all of our teachers to participate in workshops offered by the NYCDOE ELL Office including QTEL series of workshops for ESL teachers, native language arts teachers and content area teachers.
    - c. We encourage our teachers to attend workshops provided by BETAC. As well, we invite specialists from BETAC and host workshops on topics that are of particular significance for our school community in working with ELLs.
    - d. We keep sign-in sheets, agendas, hand-outs, etc., for all professional development activities that our school community participates in.
    - e. We have an AUSSIE coach that specilizes in ELLs work with our staff on a average of 1-2 times per week throughout the school year.

## E. Parental Involvement

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

1. Parent involvement in our school includes a parent resource center that was set up by our parent coordinator, an active Parent Association that meets monthly, an active Parent Leadership Team that meets on a monthly basis, ESL classes for our parents and guardians, parent-student workshops held during the day as well as after school and on Saturdays.
2. We partner with the following agencies and Community Based Organizations in providing workshops and services to our ELL parents:
  - a. The Door, Chelsea Ryan Health Center, More Art, Charles B. Wang Health Center, and the New York City Bar Justice Department.
3. We evaluate the needs of our parents by analyzing the results of the NYCDOE Learning Survey, talking to our parents during our monthly Parent Teacher Association meetings and talking to our parents at our monthly School Leadership Team meetings. Additionally, we get feedback from our parents through phone conversations and direct school visits with teachers, guidance counselors, school aides, paraprofessionals, administrators, and our family worker.
4. The parent involvement activities that we offer our parents directly address the needs of our parents. We know we are addressing the needs of our parents because of the feedback we receive from them. The activities that we plan for parents/guardians are based on services and/or information that are important for the support of their children. We are always looking at additional ways of providing services for our parents/guardians. Translation services are provided by our own staff members. In the event one of our parents/guardians do not speak that same language as our staff then we reach out to community oganizations as well as the translation unit at the NYC DOE.

## E. Parental Involvement

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# 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

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

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

1. The assessment tool that our school uses to assess the early literacy skills of our students includes an in-house oral interview and a written test. The written test includes a listening, reading, and writing portion.
2. We have revealed the following data patterns across proficiency levels on the LAB-R and NYSESLAT and grades
  - a. 9th grade—virtually all of our ninth graders score at the beginner level
  - b. 10th grade—the vast majority of our tenth graders score at the intermediate level

### 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.

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	0	0	0	0	0	0	0	0	0	10	27	5	0
	I	0	0	0	0	0	0	0	0	0	18	47	38	18
	A	0	0	0	0	0	0	0	0	0	1	22	30	12
	P	0	0	0	0	0	0	0	0	0	1	4	16	16
READING / WRITING	B	0	0	0	0	0	0	0	0	0	25	45	22	6
	I	0	0	0	0	0	0	0	0	0	4	46	54	36
	A	0	0	0	0	0	0	0	0	0	0	5	17	12
	P	0	0	0	0	0	0	0	0	0	0	3	1	1

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	97	0	79	0
Integrated Algebra	99	40	80	35
Geometry	18	3	18	0
Algebra 2/Trigonometry	8	0	6	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	15	0	11	0
Earth Science	0	0	0	0
Living Environment	53	22	44	18
Physics	15	0	10	0
Global History and Geography	144	79	44	24
US History and Government	70	33	48	19
Foreign Language	0	3	3	3
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	13	32	11	23	0	0	0	0
Chinese Reading Test	1	20	32	11	0	0	0	0

### 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:

### Additional Information

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

## Part VI: LAP Assurances

School Name: <u>Liberty High School Academy</u>		School DBN: <u>02M550</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melodee A. Khristan	Principal		11/1/11
Carlos M. Carmona	Assistant Principal		11/1/11
Denise Mojica	Parent Coordinator		11/1/11
Christina Lozano	ESL Teacher		11/1/11
Fausto Urena	Parent		11/1/11
Jeffrey Conway/English	Teacher/Subject Area		11/1/11
Betty Qian/S.S. Chinese	Teacher/Subject Area		11/1/11
	Coach		
	Coach		
Robert Ball	Guidance Counselor		11/1/11
Sumita Kaufhold	Network Leader		11/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **02M550** School Name: **Liberty 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**

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

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

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

As we are a school designed for English Language Learners it is a part of our daily operations. Our finding for the 2011-2012 school year indicates that we have students that speak nearly thirty languages. Our main languages include Spanish, Chinese, Polish, Arabic, and French. The information is shared at our faculty meetings, leadership team meetings, and parent association meetings.

## Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

- Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website.
- Providing all parents/guardians information in their native language through our phone messaging system.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Liberty High School	DBN: 02M550
Cluster Leader: Corinne Rello	Network Leader: Sumita Kaufhold
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 110
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 10
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our 9th grade is considered to be the foundation for success for our students. In order to provide our students with the foundation that they need we have made it a priority to have a reduced class size for all ninth grade classes. In addition to the required ESL classes, we provide our students with additional ESL-based content area courses that are specially designed to support the content area classes. We also offer our students an after school program that meets three days a week for one hour throughout the school year. Finally, we have a Saturday Academy that is made available to our students at the end of the school year. The after school and Saturday Academy classes are offered in English, Spanish, and Chinese. The teachers are all certified.

### Part C: Professional Development

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

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

Begin description here: Since 100% of our students are ELLs we provide an in-depth series of professional development workshops that are on-going throughout the school year to all our teachers and staff members. Our focus for the 2011-2012 school year is the school wide implementation of the Sheltered Instruction Observation Protocol (SIOP) Model that specifically addresses the unique academic needs of English Language Learners. Additionally, we will be focusing on the Common Core Learning Standards and the city wide expectations for teachers. We will be utilizing the expertise of our math instructional support person from our Network to provide support and professional development to our math teachers. We will be utilizing the services of a coach from AUSSIE throughout the school year to support our teachers with the CCLS as well as city wide expectations. Our coaches will be provide job-embedded services on a weekly basis. Our supervisory team will provide SIOP Model training and support to all of our teachers throughout the school year. Our supervisory team will provide workshops two Mondays a month over the duration of the school year.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: To support the needs of our non-English speaking parents/guardians we offer a variety of services. We provide a calendar of activities at the beginning of the school year. The calendar is based on a survey that parents take during the spring term to determine their immediate needs as well as topics they would like to see addressed in workshops during the school year. We then implement monthly forums for our parents/guardians. Our rationale for implementing monthly forums is to provide information sessions to our parents/guardians that might not otherwise be available. The following are some of the topics that will be addressed during the 2011-2012 school year: 1) orientation to a new school/city/country; 2) understanding graduation expectations; 3) understanding the grading system along with report cards and transcripts; 4) immigration issues; 5) communicating effectively with your teen and young adult children; 6) staying involved in your teenagers life; 7) college planning; 8) FASFA; 9) assessments and testing requirements; 10) creating a healthy environment in the home for family success in school; and 11) understanding which social services are available and how to access those services. Our parents/guardians are notified by letters that are translated and backpacked home as well as sent by mail. In addition, we notify parents by telephone through their native language.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		