



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : LONG ISLAND CITY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q450

PRINCIPAL: MARIA MAMO-VACACELA

EMAIL: MMAMOVA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Name
Maria Mamo-Vacacela	*Principal or Designee	Maria Mamo-Vacacela
Ken Achiron	*UFT Chapter Leader or Designee	Ken Achiron
Anita O’Brien	*PA/PTA President or Designated Co-President	Anita O’Brien
Tracey Brown	DC 37 Representative, if applicable	Tracey Brown
Amira Sharif	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Amira Sharif
Olga Mocka		Olga Mocka
	CBO Representative, if applicable	
Nicole Lucin	Member/ Parent	Nicole Lucin
Matt Butler	Member/ Parent	Matt Butler
Mary Anne Guzman	Member/ Parent	Mary Anne Guzman
Bushra Periera	Member/ Parent	Bushra Periera
John Garvey	Member/ UFT elect	John Garvey
Nicholas Lung-Bugenski	Member/ UFT elect	Nicholas Lung-Bugenski
	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, there will be an improvement in the graduation rate for cohort 2012 with a growth of 2% over that of the 2011 cohort.

Comprehensive needs assessment

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

Long Island City high school has been identified as a "Transformation School" specifically for its low level graduation rate.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) *strategies/activities that encompass the needs of identified student subgroups,*
- b) *staff and other resources used to implement these strategies/activities,*
- c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d) *Timeline for implementation*

- Identification of 2012 cohort students with extensive outreach to Students With Disabilities (SWD) and English Language Learners (ELL) students.
- Identification of at-risk students through common planning time and departmental meetings.
- Extensive programming of cohort students for Regents preparation classes to insure targeted and intensive preparation for Regent Exams.
- Programming students for prep classes in Saturday Academy, after school tutoring and extended day.
- Small group instruction with a strong emphasis on Math and English takes place throughout the day.
- Extensive attendance outreach and academic intervention through our Community Based Organizations: Gear Up and Global Kids.
- Tracking and intensive programming of cohort 2012 students
- Providing Targeted English/Math Support During the School Day: ELLs who have attempted but not yet passed the Comprehensive English and Math Regents will be assigned modules in Castle learning designed to facilitate a passing score on the Comprehensive English Regents. Students will be informed by their ELL and ELA teaches that they need to participate in this program. They will have supervised access to Castle learning modules during lunch periods as well as before and after the school day. In order to better target intervention for these students, English and Math teachers will be assigned to the Castle learning room (201) during strategic periods of the school day.
- Credit Recovery: Room 201 is designated for the use of Castle Learning, small group tutoring and credit recovery throughout the day. Room will be staffed by teachers assigned to Credit Recovery as part of their Circular Six assignments. Room is under the direction of the Assistant Principal for Data and Technology.
- Extensive use of master teachers to provide customized staff development for teachers to assist in targeting Cohort N students.
- Use of the new Teacher Effectiveness Model to improve instruction and the graduation rate.

Timeline for Implementation: **Ongoing** - Students will be assigned credit recovery by teachers, assistant principals and guidance staff.

- Teacher Effectiveness is ongoing

- Use of Master Teachers ongoing
- Guidance Counselors review and support Cohort N students' transcripts for successful Regents exams and credit accumulation.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parent Outreach:** Prior to each Regents testing period, a letter written by the Assistant Principal of Mathematics, Assistant Principal of ISS and Teachers will be sent to parents. The letter will include a brief overview of the exam and the importance of passing it. In addition, the letter will outline the advantages to students of passing the Regents examination. The Assistant Principals will also make a brief presentation and address parental concerns at a Parent Association Meeting prior to the Regents testing period. After the periodic assessments are given, a letter will be sent home to parents indicating areas of need and what supports are available to their child.
 - Parent Coordinator will participate through extensive outreach to parents of students in danger of not graduating.
 - Guidance counselors will contact parents of students in danger of not graduating and will assign students academic intervention services.
 - Several times a semester teachers send out progress letters to parents informing them of their child's progress.
 - Ongoing parental workshops are given to support the students in school.
 - Letters are sent home notifying families of opportunities of Saturday Academy and make up classes.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified dual-licensed ELL/ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors and/or master teachers are assigned to support struggling and not highly qualified teachers.

Service and program coordination

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

- Transformation money is used to support and improve instructional practices which will improve the graduation rate.
- SAPIS worker hired to support students as part of the students' attendance.
- Social Worker hired to improve attendance.
- Community outreach with local police department including professional development for students on Youth Law, Gang Awareness and Choices of Consequences professional development.
- Talent coach to assist instructional support in use of teacher effective model which will help improve graduation rate.
- Teacher's Center staff developer is onsite to provide support and Professional Development.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Common Planning time for teachers
- SIG Grant
- ARRA Funding
- FSF and Title 1 SWP

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012 Students With Disabilities (SWD's) will demonstrate progress towards achieving state standards by achieving Safe Harbor target 146 on the NYS Integrated Algebra Regents.

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on the Integrated Algebra Regents, it was determined that SWD's achievement on the Integrated Algebra exam has increased from three years ago from a performance index of 113 to 140 in 2011.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a. *strategies/activities that encompass the needs of identified student subgroups,*
- b. *staff and other resources used to implement these strategies/activities,*
- c. *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d. *timeline for implementation.*

Activity #1

- Providing Targeted Math Support During the School Day: SWD's who have attempted but not yet passed the Integrated Algebra Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Integrated Algebra Regents. Students will be informed by their math teacher that they need to participate in this program. They will have supervised access to Castle Learning modules during lunch periods, before and after the school day. 100% of students preparing for regents will use the target regents prep modules in their classes. Students will also be provided opportunities in the classroom to work on Integrated Algebra Regents prep modules assigned by their classroom teacher. In order to better target intervention for these students, Math and Special Education teachers will be assigned to the Castle Learning room (201) during strategic periods of the school day.
- Staff and Other Resources: Room 201 is designated for the use of Castle Learning and small group tutoring throughout the day. Assistant Principals of both Math and Special Education will provide the teachers with a list of SWD's who need to participate. Teachers from the Math and Special Education Departments will coordinate this activity.
- Steps Taken: Accounts have been created for all students in Castle Learning. The target population will be assigned the Regents preparation module(s). Assistant Principals will provide teachers with the list of SWD's who have attempted but not yet passed the Integrated Algebra Regents and an invitation to students to participate in the Castle Learning Modules.
 - Teachers have identified specific units that SWD's need additional support. Teachers have developed and implemented targeted Regents prep units to facilitate student understanding and achievement including the instruction modifications needed for student success.
- Timeline for Implementation: **Cycle 1**: Identification of students: September – October 2011, Invitations distributed December 2011. Periodic Assessments will be used as baseline testing and student use of modules- December 2011-January 2012, **Cycle 2**: Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and student use of Modules February-June 2012.

Activity #2

- **Professional Development:** Cluster and Network support provides extensive PD to Assistant Principal's and Coaches on a regular basis. Master teachers, Coaches, and Math teachers of SWDs will be provided PD on differentiation, Castle Learning, and Behavior Management techniques.
- **Staff & Other Resources:** Assistant Principals of Mathematics & ISS, Math Teachers of SWD.
- **Steps Taken:** The AP of ISS will inform the AP of Math when the training is offered. The Assistant Principals will jointly ensure the teachers register for the training.
- **Implementation Timeline:** February-May 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parent Outreach:** Prior to each Regents testing period, a letter written by the Assistant Principal of Mathematics, Assistant Principal of ISS and Teachers will be sent to parents. The letter will include a brief overview of the exam and the importance of passing it. In addition, the letter will outline the advantages to students of passing the Regents examination. The Assistant Principals will also make a brief presentation and address parental concerns at a Parent Association Meeting prior to the Regents testing period. After the periodic assessments are given, a letter will be sent home to parents indicating areas of need and what supports are available to their child.
 - Parent Coordinator will designate time in the Parent-Teacher Association Meetings for APs to discuss the format and importance of Regents Exams.
 - APs will use the periodic assessments to generate a mail merged letters giving parents and students detailed feedback on student performance on the assessments.
 - Implementation Timeline: Parent-Teacher Association Meeting November 29, 2011 Regents feedback letter February 2012, Parent-Teacher Association Meeting Spring 2012, Regents feedback letter June 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified Math teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors and/or master teachers are assigned to support struggling and non-highly qualified teachers.

Service and program coordination

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

- Mathematics Master Teachers and mathematics coach to support best instructional practices and provide professional development for teachers.
- Talent coach to assist instructional support in use of teacher effectiveness model.
- Title IIB grant provides professional development for Assistant Principal Mathematics, master teachers and coach.
- Teacher's Center staff developer is onsite to provide support and Professional Development.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Master Teachers and Coach to coordinate activity #1
- Math and Special Education teachers to provide additional instructional services to students.
- ARRA
- SIG Grant
- Fair Student Funding

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 Limited English Proficient (LEP) students will demonstrate progress towards achieving state standards as measured by the effective AMO 177 on the Integrated Algebra Regents.

Comprehensive needs assessment

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

After conducting a three-year trend analysis of student performance data on the Integrated Algebra Regents, it was determined that LEP achievement has progressed overall but has had inconsistent dips in performance. Therefore, improving Integrated Algebra Regents results is a priority.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) *strategies/activities that encompass the needs of identified student subgroups,*
- b) *staff and other resources used to implement these strategies/activities,*
- c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d) *timeline for implementation.*

Activity #1

- **Providing Targeted Math Support During the School Day:** ELLs who have attempted but not yet passed the Integrated Algebra Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Integrated Algebra Regents. Students will be informed by their math teacher that they need to participate in this program. They will have supervised access to Castle Learning modules during lunch periods, before and after the school day. 100% of students preparing for regents will use the target regents prep modules in their classes. In order to better target intervention for these students, Math and ELL teachers will be assigned to the Castle Learning room (201) during strategic periods of the school day.
- **Staff and Other Resources:** Room 201 is designated for the use of Castle Learning and small group tutoring throughout the day. Assistant Principals of both Math and ELL will provide math teachers with the list of ELLs who need to participate. Teachers will emphasize the importance of this opportunity.
- **Steps Taken:** Accounts have been created for all students in Castle Learning. The target population will be assigned the Regents preparation module(s). Assistant Principals will provide math teachers with the list of ELLs who have attempted but not yet passed the Integrated Algebra Regents and an invitation to distribute to students to participate in the Castle Learning Modules.
- **Timeline for Implementation:** **Cycle 1:** Identification of students: September – October 2011, Invitations distributed December 2011. Periodic Assessments will be used as baseline testing and student use of modules- December 2011-January 2012, **Cycle 2:** Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and student use of Modules February-June 2012.

Activity # 2

- **Professional Development:** Math teachers of ELLs who have not previously attended the Math Content Area Quality Teaching for English-language Learners (QTEL) training offered through the Office of English Language Learners will attend. All ELL and Math teachers who have not already done so will be trained in Castle Learning.
- **Staff & Other Resources:** Assistant Principals of Mathematics & ELL, Math Teachers of ELLs
- **Steps Taken:** The AP of ELL will inform the AP of Math when the training is offered. The AP of Math will ensure the teachers register for the training.
- **Implementation Timeline:** February-May 2012

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parent Outreach:** Prior to each Regents testing period, a letter written by the Assistant Principal of Mathematics, Assistant Principal of ISS and Teachers will be sent to parents. The letter will include a brief overview of the exam and the importance of passing it. In addition, the letter will outline the advantages to students of passing the Regents examination. The Assistant Principals will also make a brief presentation and address parental concerns at a Parent Association Meeting prior to the Regents testing period. After the periodic assessments are given, a letter will be sent home to parents indicating areas of need and what supports are available to their child. Parent Coordinator will designate time in the Parent-Teacher Association Meetings for APs to discuss the format and importance of Regents Exams.
- APs will use the periodic assessments to generate a mail merged letters giving parents and students detailed feedback on student performance on the assessments.
- **Implementation Timeline:** Parent-Teacher Association Meeting November 29, 2011 Regents feedback letter February 2012, Parent-Teacher Association Meeting Spring 2012, Regents feedback letter June 2012.

Service and program coordination

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

- ELL and Mathematics Master Teachers and mathematics coach to support best instructional practices and provide professional development for teachers.
- Talent coach to assist instructional support in use of teacher effectiveness model.
- Title IIB grant provides professional development for Assistant Principal Mathematics, master teachers and coach.
- Teacher's Center staff developer is onsite to provide support and Professional Development.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Master Teacher to coordinate activity #1
- Math and ELL teachers to be assigned to online learning room 201
- QTEL math training at least one teacher this year – maximum 3 – Title III
- Title III grant for ELL-specific Saturday academy classes & vacation academies
- Title III, OTPS

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012 Students with Disabilities will demonstrate progress towards achieving state standards as measured by the Safe Harbor Target 137 on the NYS Comprehensive English Regents.

Comprehensive needs assessment

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

After conducting a four-year trend analysis of student performance data on the Comprehensive English Regents, it was determined that Students with Disabilities have demonstrated consistent progress; however, in modest increments. Therefore, improving Comprehensive English Regents results for Students with Disabilities is a priority.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) *strategies/activities that encompass the needs of identified student subgroups,*
- b) *staff and other resources used to implement these strategies/activities,*
- c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d) *timeline for implementation.*

Activity #1

- Providing Targeted English Language Arts Support During the School Day: SWDs who have attempted but not yet passed the Comprehensive English Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Comprehensive English Regents. They will have supervised access to these modules during their lunch periods, before and after their school day.
- Staff and Other Resources: Teachers are kept informed in the latest developments leading to the English regents including targeted students, best practices, and professional development opportunities. In order to better target intervention for these students, a literacy coach has been assigned to support instruction in the ICT and SC English classes through push-in and small group instruction. 100% of students preparing for regents will use the target regents prep modules in their classes. Teachers have been informed that room 201 is the designated classroom for Castle Learning and they are expected to encourage their students to use it during lunch periods, before and after their school day. The Teachers' Center room is continuously supplied with resources to assist and support teachers with supplemental resources and opportunities for outside workshops and professional development.
- Steps Taken: SWDs who have not yet taken the Comprehensive English Regent, are being provided mid-term and final exams as well as periodic assessments. The teachers will be looking at student work and benchmark pieces and will be identified so that all teachers have the same expectations for the students. Students will also have the opportunity to practice their independent reading skills by having a wider choice book selection. Classroom libraries will also be encouraged by department Assistant Principal. Our school's librarians are partnering with English and special education teachers to assist all of our students in the choosing of quality books that are both engaging and challenging in preparation for the Critical lens section of the Comprehensive English Regents.

- Departmental calendars- will be provided to teachers that will include benchmarks and a timeline of assignments directly aligned to the Common Core learning Standards as well the Comprehensive English Regents exam.
- Timeline for Implementation- Identification of students: September- October 2011, Invitations distributed December 2011, Baseline testing and Student use of Modules December 2011- January 2012, 2nd Cycle: Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and students use of Modules February- June 2012 3rd Cycle: Identification of students: June 2012, Regents results feedback and students use of Module July & August 2012.

Activity #2

- ***Professional Development for Teachers of SWD:***
 - Special education teachers as well as general education English teachers who teach self-contained and ICT English classes, will receive professional development on differentiation, skills and strategies to support students with learning disabilities, ADD, and those with behaviors that impede their learning. Teachers will become better equipped on how to handle these students and, therefore, teach them in an environment where they feel comfortable and supported by their teachers. This support will be provided by Network and Instructional Support Specialists.
 - As part of the English department ongoing effort to improve the quality of instruction, all teaching must be aligned with the Common Core Learning Standards. All teachers are expected to use the reading and writing process as a basis for all English instruction.
 - The Assistant Principals will provide ongoing PD at monthly department meetings and on a one to one basis during the observation process aligned with Danielson's Teacher Effectiveness Model. A multitude of instructional materials will be shared by both Assistant Principals to support both special education and English teachers.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parent Outreach:** Prior to each Regents testing period, a letter written by the Assistant Principal of Mathematics, Assistant Principal of ISS and Teachers will be sent to parents. The letter will include a brief overview of the exam and the importance of passing it. In addition, the letter will outline the advantages to students of passing the Regents examination. The Assistant Principals will also make a brief presentation and address parental concerns at a Parent Association Meeting prior to the Regents testing period. After the periodic assessments are given, a letter will be sent home to parents indicating areas of need and what supports are available to their child.
 - Parent Coordinator will designate time in the Parent-Teacher Association Meetings for APs to discuss the format and importance of Regents Exams. APs will use the periodic assessments to generate a mail merged letters giving parents and students detailed feedback on student performance on the assessments.
 - **Implementation Timeline:** Parent-Teacher Association Meeting November 29, 2011 Regents feedback letter February 2012, Parent-Teacher Association Meeting Spring 2012, Regents feedback letter June 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Assistant Principals will attend hiring fairs throughout the year to interview and hire teachers that are dually certified in both Special education and English.
- Teachers of special education will also be responsible for teaching self-contained classes.
- In the hiring process we will look to attract those teachers that have experience with the Danielson framework and transformation school model.

Service and program coordination

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

- English coach to support best instructional practices and provide professional development for teachers.
- Talent coach to assist instructional support in use of teacher effectiveness model.
- Teacher's Center staff developer is onsite to provide support and Professional Development.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- SIG Grant
- FSF

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2012 Limited English Proficient (LEP) students will demonstrate progress towards achieving state standards as measured by the Safe Harbor target 153 on the NYS comprehensive English Regents.

Comprehensive needs assessment

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

After conducting a four-year trend analysis of student performance data on the Comprehensive English Regents, it was determined that Limited English Proficient students have demonstrated inconsistent progress on this exam. Therefore, improving Comprehensive English Regents results for Limited English Proficient students is a priority.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) *strategies/activities that encompass the needs of identified student subgroups,*
- b) *staff and other resources used to implement these strategies/activities,*
- c) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
- d) *timeline for implementation.*

Activity #1

- Providing Targeted English Support During the School Day: ELLs who have attempted but not yet passed the Comprehensive English Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Comprehensive English Regents. Students will be informed by their ELL and ELA teachers that they need to participate in this program. They will have supervised access to Castle Learning modules during lunch periods, before and after the school day. In order to better target intervention for these students, ELL teachers will be assigned to the Castle Learning room (201) during strategic periods of the school day. 100% of students preparing for regents will use the target regents prep modules in their classes.
- Staff and Other Resources: Room 201 is designated for the use of Castle Learning and small group tutoring throughout the day. Assistant Principal of ELL will provide ELL teachers with the list of ELLs who need to participate. A teacher from the ELL department will coordinate this activity.
- Steps Taken: Accounts have been created for all students in Castle Learning. The target population will be assigned the Regents preparation module(s). Assistant Principals will provide ELL and ELA teachers with the list of ELLs who have attempted but not yet passed the Comprehensive English Regents and an invitation to distribute to students to participate in the Castle Learning Modules.
- Timeline for Implementation: **Cycle 1:** Identification of students: September – October 2011, Invitations distributed December 2011. Periodic Assessments will be used as Baseline testing and student use of modules- December 2011-January 2012, **Cycle 2:** Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and student use of Modules February-June 2012.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **Parent Outreach:** Prior to each Regents testing period, a letter written by the Assistant Principal of Mathematics, Assistant Principal of ISS and Teachers will be sent to parents. The letter will include a brief overview of the exam and the importance of passing it. In addition, the letter will outline the advantages to students of passing the Regents examination. The Assistant Principals will also make a brief presentation and address parental concerns at a Parent Association Meeting prior to the Regents testing period. After the periodic assessments are given, a letter will be sent home to parents indicating areas of need and what supports are available to their child.
 - Parent Coordinator will designate time in the Parent-Teacher Association Meetings for APs to discuss the format and importance of Regents Exams. APs will use the periodic assessments to generate a mail merged letters giving parents and students detailed feedback on student performance on the assessments.
 - **Implementation Timeline:** Parent-Teacher Association Meeting November 29, 2011 Regents feedback letter February 2012, Parent-Teacher Association Meeting Spring 2012, Regents feedback letter June 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified dual-licensed ELL/ELA teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors and/or master teachers are assigned to support struggling and non-highly qualified teachers.

Service and program coordination

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

- English coach to support best instructional practices and provide professional development for teachers.
- Talent coach to assist instructional support in use of teacher effectiveness model.
- Teacher's Center staff developer is onsite to provide support and Professional Development

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- SIG Grant
- FSF

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	253	189	89	34	54	n/a	151	625
10	109	103	125	152	71	n/a	138	587
11	58	94	220	173	62	n/a	97	521
12	29	35	182	80	67	n/a	83	489

Academic Intervention Services

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> ➤ Classes for students who are behind in English credits offered after school ➤ Saturday classes for Regents RCT preparation. Strategies to succeed on the new regents are highlighted. ➤ Wilson program to help below grade level readers progress. ➤ Literacy Coach for Special Education students. ➤ Mock Regents midterms and finals given all Regents bearing classes. ➤ Group meeting of Special Education students to introduce the new regents use Power Point created by New York State. ➤ Online Castle Learning with make up Regents based modules (during school and after-school). ➤ St. John's "Gear Up" program offers tutoring is available to all students several days a week in the area of English as well as a College Readiness program available to 10th graders.
Mathematics	<ul style="list-style-type: none"> ➤ Math tutoring by honor society students and teachers. ➤ Small group learning ➤ Online learning Castle Learning make up and Regents prep modules. ➤ Saturday Academy Regents Preparation to help students receive intensive tutoring and review for the algebra, geometry, and algebra 2/trigonometry Regents exams, including the RCT. ➤ Extended Day Classes who need additional make up credits or Regents Prep. ➤ St. John's "Gear Up" program offers tutoring to all students several days a week in the area of Mathematics.
Science	<ul style="list-style-type: none"> ➤ Saturday Academy ➤ Small Group Instruction in selected period throughout the day ➤ One term Ecology classes for targeted Regents preparation

	<ul style="list-style-type: none"> ➤ Online Castle Learning Modules ➤ Extended Day for Living Environment and Earth Science ➤ St. John's "Gear Up" program offers tutoring to all students several days a week in the area of Science.
Social Studies	<ul style="list-style-type: none"> ➤ Saturday Academy – Students receive intensive tutoring and review for the Global History and Geography Regents and the United States History Regents. Students are provided with classroom instruction as well as small group instruction. Service is provided on Saturday mornings from January to June and May to June. ➤ World Studies Classes – Classes are for students who did not pass the Global History Regents Exam. Classes run for one semester and focus on Regents preparation. A World Studies CTT class and a World Studies Self-Contained class are also available for Students with Disabilities. The classes are offered from September – January and from February – June. ➤ Extended Day – Extended day Courses provide classroom instruction to students who need additional make-up credit. ➤ Online Castle Learning
At-risk Services provided by the Guidance Counselor	Guidance Counselors provide counseling services to at-risk students. They amend programming to include AIS support such as extended day and Saturday prep classes. They direct student to the tutoring services available and follow up.
At-risk Services provided by the School Psychologist	The school Psychologist provides individual counseling, testing, class assignments, programming, and discussion with teachers and parents.
At-risk Services provided by the Social Worker	<p>The school Social Worker provides counseling to general education students; Crisis Intervention referrals to hospitals and other agencies; serves as consultant to Guidance Counselors and teachers; provides short-term interventions with parents. In addition, the social worker completes initial social histories, participates in support services evaluations and provides counseling.</p> <ul style="list-style-type: none"> • We also partner with our Community Based Organization United Way's Global Kids who works with a Cohort of 9th & 10th graders who are at risk to establish good attendance practices. They also provide social/emotional counseling services to students.

At-risk Health-related Services

Students who lack immunizations are given warning letters and referred to outside clinics. Students who fail to comply are excluded from school as per Department of Health Regulations. D.O.H. Doctors visit twice monthly to provide health related services to students. Nurse provides IEP mandated health services. Elmhurst Hospital Health Clinic continues on site.

THE PARENT INVOLVEMENT POLICY (PIP)

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Maria Mamovacacela, Principal, and Anita O'Brien, Parents' Association President.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school. Long Island City High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

Long Island City High School Parent Compact formulated in partnership with our Parents:
Parents will be included in the development of school-level parent involvement activities by:

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

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

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

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

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

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

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

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

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

March 8, 2012

School DBN: 30Q450

School Name: Long Island City High School

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 areas for school improvement identified in the New York State Report Card were English Language Arts for Black/African Americans, Hispanic/Latino, Students with Disabilities, Limited English Proficient and Economically Disadvantaged students.

The areas for school improvement identified in the New York State Report Card were Mathematics for Black/African Americans, Hispanic/Latino, and Students with Disabilities.

The areas for school improvement identified in the New York State Report Card included the Graduation Rates for Black/African Americans, Hispanic/Latino, Students with Disabilities, and Limited English Proficient students.

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.

To address the areas in need of improvement we are going to implement the following strategies and activities as stated in our CEP.

Plan to improve our AYP in ELA:

Activity 1

- Providing Targeted English Language Arts Support During the School Day: SWDs who have attempted but not yet passed the Comprehensive English Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Comprehensive English Regents. They will have supervised access to these modules during their lunch periods, before and after their school day.
- Staff and Other Resources: Teachers are kept informed in the latest developments leading to the English regents including targeted students, best practices, and professional development opportunities. In order to better target intervention for these students, a literacy coach has been assigned to support instruction in the ICT and SC English classes through push-in and small group instruction. 100% of students preparing for regents will use the target regents prep modules in their classes. Teachers have been informed that room 201 is the designated classroom for Castle Learning and they are expected to encourage their students to use it during lunch periods, before and after their school day. The Teachers' Center room is continuously supplied with resources to assist and support teachers with supplemental resources and opportunities for outside workshops and professional development.
- Steps Taken: SWDs who have not yet taken the Comprehensive English Regent, are being provided mid-term and final exams as well as periodic assessments. The teachers will be looking at student work and benchmark pieces and will be identified so that all teachers have the same expectations for the students. Students will also have the

opportunity to practice their independent reading skills by having a wider choice book selection. Classroom libraries will also be encouraged by department Assistant Principal. Our school's librarians are partnering with English and special education teachers to assist all of our students in the choosing of quality books that are both engaging and challenging in preparation for the Critical lens section of the Comprehensive English Regents.

- Departmental calendars- will be provided to teachers that will include benchmarks and a timeline of assignments directly aligned to the Common Core learning Standards as well the Comprehensive English Regents exam.
- Timeline for Implementation- Identification of students: September- October 2011, Invitations distributed December 2011, Baseline testing and Student use of Modules December 2011- January 2012, 2nd Cycle: Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and students use of Modules February- June 2012 3rd Cycle: Identification of students: June 2012, Regents results feedback and students use of Module July & August 2012.

Activity 2

Professional Development for Teachers of SWD:

- Special education teachers as well as general education English teachers who teach self-contained and ICT English classes, will receive professional development on differentiation, skills and strategies to support students with learning disabilities, ADD, and those with behaviors that impede their learning. Teachers will become better equipped on how to handle these students and, therefore, teach them in an environment where they feel comfortable and supported by their teachers. This support will be provided by Network and Instructional Support Specialists.
- As part of the English department ongoing effort to improve the quality of instruction, all teaching must be aligned with the Common Core Learning Standards. All teachers are expected to use the reading and writing process as a basis for all English instruction.

The Assistant Principals will provide ongoing PD at monthly department meetings and on a one to one basis during the observation process aligned with Danielson's Teacher Effectiveness Model. A multitude of instructional materials will be shared by both Assistant Principals to support both special education and English teachers.

Activity 3

- Providing Targeted English Support During the School Day: ELLs who have attempted but not yet passed the Comprehensive English Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Comprehensive English Regents. Students will be informed by their ELL and ELA teaches that they need to participate in this program. They will have supervised access to Castle Learning modules during lunch periods, before and after the school day. In order to better target intervention for these students, ELL teachers will be assigned to the Castle Learning room (201) during strategic periods of the school day. 100% of students preparing for regents will use the target regents prep modules in their classes.
- Staff and Other Resources: Room 201 is designated for the use of Castle Learning and small group tutoring throughout the day. Assistant Principal of ELL will provide ELL teachers with the list of ELLs who need to participate. A teacher from the ELL department will coordinate this activity.
- Steps Taken: Accounts have been created for all students in Castle Learning. The target population will be assigned the Regents preparation module(s). Assistant Principals will provide ELL and ELA teachers with the list of ELLs have attempted but not yet passed the Comprehensive English Regents and an invitation to distribute to students to participate in the Castle Learning Modules.
- Timeline for Implementation: **Cycle 1:** Identification of students: September – October 2011, Invitations distributed December 2011. Periodic Assessments will be used as Baseline testing and student use of modules- December 2011-January 2012, **Cycle 2:** Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and student use of Modules February-June 2012.

Plan to improve our AYP in Math:

Activity 1

- Providing Targeted Math Support During the School Day: ELLs who have attempted but not yet passed the Integrated Algebra Regents will be assigned modules in Castle Learning designed to facilitate a passing score on the Integrated Algebra Regents. Students will be informed by their math teacher that they need to participate in this program. They will have supervised access to Castle Learning modules during lunch periods, before and after the school day. 100% of students preparing for regents will use the target regents prep modules in their classes. In order

to better target intervention for these students, Math and ELL teachers will be assigned to the Castle Learning room (201) during strategic periods of the school day.

- **Staff and Other Resources:** Room 201 is designated for the use of Castle Learning and small group tutoring throughout the day. Assistant Principals of both Math and ELL will provide math teachers with the list of ELLs who need to participate. Teachers will emphasize the importance of this opportunity.
- **Steps Taken:** Accounts have been created for all students in Castle Learning. The target population will be assigned the Regents preparation module(s). Assistant Principals will provide math teachers with the list of ELLs who have attempted but not yet passed the Integrated Algebra Regents and an invitation to distribute to students to participate in the Castle Learning Modules.
- **Timeline for Implementation:** **Cycle 1:** Identification of students: September – October 2011, Invitations distributed December 2011. Periodic Assessments will be used as baseline testing and student use of modules- December 2011-January 2012, **Cycle 2:** Identification of students: February 2012, Invitations distributed: February 2012, Regents result feedback and student use of Modules February-June 2012.

Activity 2

- **Professional Development:** Math teachers of ELLs who have not previously attended the Math Content Area Quality Teaching for English-language Learners (QTEL) training offered through the Office of English Language Learners will attend. All ELL and Math teachers who have not already done so will be trained in Castle Learning.
- **Staff & Other Resources:** Assistant Principals of Mathematics & ELL, Math Teachers of ELLs
- **Steps Taken:** The AP of ELL will inform the AP of Math when the training is offered. The AP of Math will ensure the teachers register for the training.

Implementation Timeline: February-May 2012

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.

The 10 percent Title I funds will be used for professional development in Differentiation of Instruction, Higher Order Questioning Techniques, curriculum mapping in core academic subject areas. The professional development will be provided by High Schools That Work to integrate Common Core Learning Standards for writing for argumentation from informational text and ELA in the Technology and CTE program classes. The remainder of the school will be served by Institute for Student Achievement integrating CCLS into core areas.

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

The High School That Works consultant meets with the teachers twice a month during common planning time to facilitate the targeted professional development, develop the CCLS aligned units of study and lesson plans. The team visited another schools to see effective teaching strategies and share best practices.

We also provide ongoing professional development that is presented during faculty conferences, 1-1 and department meetings by assistant principals, our on-sight Teachers' Center staff developer, master teachers/coaches in ELL and mathematics, lastly literacy coaches who also support the SWD in ELA. A few of the master teachers and literacy coaches support Social Studies and Science to further the ELA learning of our high needs population.

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.

The school notified parents about the school's identification for school improvement in the following ways: we used a letter, the Parent Notification Letter template that was written in both English and Spanish, less frequent language

translations were available to families which were also provided as part of the Parent Notification Letter template. Parents were informed during our PA meeting on February 28, 2012.

**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 Charles Amudsen Vivian Selenkis	District 30	Borough Queens	School Number 450
School Name Long Island City High School			

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

Principal Maria Mamo Vacacela	Assistant Principal Eva Sievert-Schiller/AP of ESL
Coach Barbara Elias/Master Teacher	Coach Leonore Smith/Master Teacher
ESL Teacher Guoping Wang	Guidance Counselor Yesenia Fermin
Teacher/Subject Area Margie Schikman/AP of SS	Parent type here
Teacher/Subject Area Michael Graber/AP of Math	Parent Coordinator Crisa Ignatiadis
Related Service Provider Gabriela Ballentine/AP of ISS	Other Diana Scalera/Curriculum Speci
Network Leader Vivian Selenikis	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	12	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	8
Number of content area teachers with bilingual extensions	5	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	2
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3426	Total Number of ELLs	479	ELLs as share of total student population (%)	13.98%
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Part II: ELL Identification Process

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

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

1. When the parents of first-time admits come into the school to register their child, the pupil personnel school secretary, Donna Marino alerts the LAB/BESIS coordinator that a Home Language Survey (HLIS) must be completed. The LAB/BESIS coordinator, Guoping Wang, a certified ESL teacher, conducts the process of administering the HLIS in the parent's preferred language. As per the DOE Assessment Memorandum #2, 2011-2012, eligibility for the LAB-R is determined by the responses to the HLIS survey and an informal interview. Ms. Wang conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Ms. Wang determines if the student is eligible for LAB-R testing and in addition, if it is appropriate to administer the SIFE oral interview. Then she completes the school staff related sections of that document and signs it. The LAB-R is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for all parts of the test were recorded by a licensed Spanish teacher, Myrian Agudelo. The LAB/BESIS coordinator plays the recording for students as they take the Spanish LAB. Both the Spanish LAB and LAB-R are hand scored and these scores are kept on file. Since mid-October 2011, if the student is entitled to services, the parent is given an orientation session immediately after the LAB-R is hand scored. As part of the orientation, he or she watches the informational video in the preferred language and receives the Guide for Parents of English Language Learners, again in the preferred language. Prior to October 18, 2011, parents were invited by direct mail and backpacked letters in their preferred languages to attend afternoon and evening orientation sessions because of low response rate, we modified the system to provide parents with same-day orientations. As part of the orientation, the LAB/BESIS coordinator answers questions about the different programs available in English and Mandarin. If the parents require interpretation into another language, the following school staff support Ms. Wang: Arabic (Riham Gendy, paraprofessional), Bengali (Selina Manick, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Mr. Pena, social studies teacher, Ms. Sievert-Schiller, AP of ESL & Spanish, Patricia Vidal, paraprofessional, Nidia Cedillo, paraprofessional), Urdu (Raj Chadha, paraprofessional). These staff members interpret for Ms. Wang who is responsible for the content of the conversation. So far this year, we have not had to turn to the DOE interpretation hotline but if the situation arises where no staff member is able to interpret for Ms. Wang, we will do so. As part of the orientation, Ms. Wang informs parents of their rights and responsibilities as parents of ELLs. Finally, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement. Identification and testing happens on the day that the student registers, therefore all students are identified and tested within ten days. As mentioned above, parents are encouraged to stay for the New Parent Orientation session the same day however parents who are not available to stay are invited to an orientation session on a later date via direct mail. Students are also given copies of those invitations to bring home to the parents. These invitations are in the family's home language. Every spring, the NYSESLAT exam is administered to all ELLs in the school. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by both phone message and written communication (via direct mail). Both the phone message and the letters are in the home language. ESL teachers are responsible for administering the speaking test to their own students and for alerting the ESL office if a student has not been tested during the first two weeks of the testing period. The other three sections of the exam, Listening, Reading, and Writing, are administered by the ESL teacher in the ESL classroom. School-wide make-up tests are conducted by licensed ESL teacher for students who missed the classroom administration of these sections. In 2010-2011, 75.1% of our ELLs completed all four

sections of the NYSESLAT. ELLSWDs had a 55.45% completion rate as opposed to general education ELLs who had a 81% completion rate. We expect a higher overall completion rate this year as all formerly x-coded students are now programmed for ESL classes.

2. As mentioned before, Parents view the informational video, are given the Guide for Parents of English Language Learners, and have additional information provided to them by the LAB/BESIS coordinator as requested. Out of the 33 students who have been identified as entitled during this school year, 25 parents selected Freestanding ESL and 8 parents selected TBE. Six of these students are Spanish-speaking and can be accommodated in the school's existing Spanish-language TBE program. The other two were Arabic-speaking. They were informed that depending on the school's population, we could open a Arabic TBE program if we had twenty or more Arabic speaking students on the same grade level and that they had the right to transfer to another school if they wanted an Arabic TBE program now. Both families decided they wanted their children to stay at LICHS in the Freestanding ESL program.

3. Now that we do the Parent Orientation on the same day as testing, the LAB/BESIS coordinator, Guoping Wang, gives the entitlement letter to parents by hand the same day that we handscore the LAB-R exam. She also collects the Parent Survey and Program Selection Form that day. She then generates the placement letter and also gives that to parents by hand. Parents whose children were admitted earlier in the year, before we started the practice of same day parent orientation were invited to evening and afternoon orientation sessions by direct mail in their preferred languages. We also sent the Guide to Parents of English Language Learners brochure home with the Program Selection Form. Some parents returned the Program Selection Form without attending an orientation, which again, prompted us to initiate the practice of same-day orientation sessions. Whether or not the parent attended an orientation session, all of the students identified as entitled this year have returned the Program Selection Form. If a student does not have a Program Selection Form on file, the school understands that the default program is TBE, although due to the current student population this program is only offered in Spanish.

4. If a parent is confused about the program options, we make sure that a staff member communicates with the parent in the preferred language (see list of staff members and their certifications in our response to question 1). We have not had to resort to the DOE's interpretation hotline this year, but if the situation arose where no staff member was able to communicate with a parent who wanted additional information, we would do so. Parents are always informed that they have the right to choose any of the three program options, regardless of whether or not it is currently being offered in the school. Parents who chose Free-standing ESL or a Spanish TBE program can be accommodated immediately. Parents who request DL or TBE in a language other than Spanish are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the city which offers the program they selected. So far in the 2011-2012 school year, all parents of new admits have selected to remain at LICHS. After the Parent Selection form is completed, Ms. Wang generates the placement letter in the parent's preferred language and delivers it by hand. For students who were admitted earlier in the year, before the orientation was held on the day of testing, these letters were distributed by direct mail.

5. The numbers for the last few years show that slightly more than half of the parents have been selecting Freestanding ESL and slightly less than half have selected TBE. In 2011-12, out of the 33 over-the-counter students we have admitted to date, 25 of them have selected ESL and 8 of them have selected TBE. In 2009-2010 out of the 78 over-the-counter admits, 51 chose ESL and 27 chose TBE. In 2008-2009 there were 87 over-the-counter admits, 52 who chose ESL and 35 who chose TBE.

6. For the most part, the programs offered at our school are aligned with parent requests. There are some parents who request TBE programs but we do not have the population of students to offer TBE in the students' home languages. We use an Excel file to monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we had a group of twenty or more speakers of the same language at the same grade level. For example, we currently have 32 Arabic-speakers in the school, but only twelve of them are in the 9th grade. When a parent requests TBE or DL in a language we do not currently offer, we inform the parent that they have the right to transfer to another school that offers the program they selected. If they decide to keep their child with us, we maintain their program selection on file and each year check the program selection requests for each home language at each grade level. In the 2011-2012 school year, all parents who selected TBE programs in languages we do not offer or DL in any language, elected to keep their children at LICHS in the freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										3	3	2	2	10
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										3	3	2	2	10
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	6	4	4	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	479	Newcomers (ELLs receiving service 0-3 years)	203	Special Education	118
SIFE	57	ELLs receiving service 4-6 years	126	Long-Term (completed 6 years)	168

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	87	6	7	102	3	54	80	20	39	269
Dual Language										0
ESL	131	16	2	23	10	8	47	4	6	201
Total	218	22	9	125	13	62	127	24	45	470

Number of ELLs in a TBE program who are in alternate placement: 2

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										91	80	53	55	279
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	91	80	53	55	279								

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	9	8	4	31
Chinese										4	8	6	4	22
Russian										0	0	0	0	0
Bengali										11	17	15	13	56
Urdu										2	3	5	2	12
Arabic										14	11	11	7	43
Haitian										0	0	0	1	1
French										1	0	0	0	1
Korean										0	0	0	3	3
Punjabi										0	2	1	1	4
Polish										0	4	0	2	6
Albanian										1	1	0	0	2
Other										18	19	11	12	60
TOTAL	0	0	0	0	0	0	0	0	0	61	74	57	49	241

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. ESL classes are self-contained and students are programmed for them by both proficiency level and cohort (grade) level. ESL is its own department, with eleven teachers and an assistant principal who oversees all of the school's ESL students. In addition to the self-contained ESL classes, two master teachers are pushing into content area classes for ELLs. Barbara Elias (a licensed ELA teacher) is working with two social studies teachers Denise Toro (Social Studies) and Patricia Holguin (Social Studies with a bilingual extension). Leonore Smith (ESL license) with two Living Environment teachers, Mr. Cifuentes (Biology & General Science) and Mr. Carbajal (Biology & General Science). This work includes both common planning time and co-teaching and is done in both bilingual (H3F, H5F, H7F, SL1F) and sheltered-English (H3L, H5L, H7L, SL1ML) courses.

1b. Again, students are programmed for ESL classes by proficiency level and cohort (grade) level. In cases where a student's demonstrated ability in class is not aligned with his or her official proficiency level, individualized programming occurs. For example, if an intermediate ninth grade student is struggling in the double-period intermediate level LB1 class, based on teacher recommendation, we might move him to the double-period LA1 beginning level class. He would still receive 450 minutes of ESL instruction a week. Students are always programmed to meet compliance in terms of minutes of ESL instruction per week. In order to best serve students, we sometimes combine more than one cohort in a level. For example, most 11th and 12th grade classes are mixed grade to ensure that students receive targeted preparation for the ELA Regents (intermediate students are programmed into the double period LB5/7 class and advanced students are programmed into a double-period LD5/7 & E5/7L class) and college readiness (intermediate students are programmed into two single-period ESL classes LC5/7 and LC5/7S and advanced students are programmed for a single-period ESL class LE5/7 and a single period ELA class, usually EW1). For the TBE classes, students are mixed heterogeneously in terms of English proficiency so that the H5F, bilingual US history, will be composed of all students whose home language is Spanish but may include students with beginning, intermediate and advanced English proficiencies. Teachers use the official proficiency level of their students in conjunction with the students' demonstrated abilities to determine if a level change is instructionally appropriate.

2a. All ELLs receive more than the minimum mandated minutes of instruction in ESL according to CR Part 154. Beginners at LICHS receive a total of 675 minutes divided into a double-period class and a single-period class. Intermediate ELLs receive 450 minutes a week either in the form of a double-period class (pre-Regents) or two single-period classes (post Regents). Advanced ELLs who still need to pass the ELA Regents receive a double-period class that combines the mandated periods of ESL and ELA instruction, taught by a dually-licensed (ESL & ELA) teacher. Advanced ELLs who have passed the ELA Regents take a single-period ELA class and a single-period ESL class, both of which meet for 225 minutes per week.

A. Programming and Scheduling Information

In the Spanish-language TBE program, students receive a 45-minute period of Native Language Arts (NLA) every day, again totalling 225 minutes per week.

3. Beginner and Intermediate ELLs, as well as advanced students (and former ELLs still eligible for support) who request it, receive sheltered content area classes in math, science and social studies. In the Spanish-language TBE program, students receive their math, science and social studies classes in a Spanish/English bilingual model. In these TBE classes, the students' proficiency abilities determine the percentage of instruction in each language and therefore a good deal of differentiation is employed. In both programs, teachers have training in QTEL and SIOP, support from master teachers, and access text books and other materials on a variety of levels to facilitate differentiation.

In addition, ESL classes include instruction designed to improve content area achievement. For example, the use of the Milestones textbook in ESL classes gives ESL teachers the opportunity to teach and reinforce non-fiction, content area reading and writing strategies. This year, the Common Core Learning Standards argumentation units in ESL classes will focus on social studies and science themes.

4. Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the LAB-R and Spanish LAB exams, LICHS has a brief placement test for new admits that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either school staff who speak the home language or the DOE Interpretation hotline in order to assure that students with additional needs receive additional services. Students in NLA classes take an initial assessment.

5a. SIFE students are served by the school's Freestanding ESL and TBE programs and receive additional services through the Office of English Language Learners (OELL) SIFE grant. These services include peer-tutoring, Saturday and afterschool native language and ESL support, and cultural excursions. Ninth and tenth grade incoming SIFE students are programmed into a team-taught section of Living Environment that, among other strategies includes the use of iPads. Instructional tutoring is available to all students throughout the day through circular 6R assignments and SIFE students frequently make use of this service.

5b. Newcomers present a particular challenge at the high school level because while these students need to learn communicative English and basic vocabulary, at the same time they need to be doing grade level work in their content area class in order to stay on track for graduation. To meet this challenge we try to infuse the ESL class with content strategies while at the same time providing multiple scaffolds and supports in the content classes.

5c. While 171 students in our total ELL population are proficient in listening and speaking, only 18 of them are proficient in reading and writing. This points to the need for explicit instruction around reading and writing strategies. Last year, we began implementing Read2Write text-coding. This year we are adding instruction in the MEAL paragraph (Main Idea, Evidence, Analysis, Link) and joining the Social Studies department in implementing the IPAD (Identify Purpose, Annotate and Draw conclusions) reading strategy. In addition, there are 62 ELL-SWDs who have received between four and six years of services, many of whom were x-coded in the past. This meant that although, they took the NYSESLAT exam, they were not receiving ESL services. We are hopeful that the current program which provides the mandated number of ESL minutes in the setting required by students' IEPs will result in improved language acquisition and literacy for these students.

5d. Again, the mostly common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English. This data has led the department to adopt three specific literary strategies for the school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and iPad (identify Purpose, Annotate and Draw conclusions). As with the previous group, a number, 45 out of long-term ELLs are ELL-SWDs. Now that formerly x-coded students are receiving ESL services, we hope to move their literacy level forward with the aforementioned strategies and the use of Achieve 3000.

6. Instructional materials include Milestones, Rigor in the ESL classroom and Achieve 3000. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (Rigor) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad.

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

groups of ESL but students take mainstream native and/or foreign language classes. Students' individualized educational plans (IEPs) govern programming and students are mainstreamed for all classes not specifically specified to be ICT or SC in their IEPs. For most

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. As mentioned previously, we have both Spanish TBE and sheltered English content courses available to ELLs. Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. For example, we offer a four-term Living Environment class for SIFE students but the TBE Living Environment classes are two-term reflecting the native language support and ability for students to take the Regents in their native language. We have two master teachers, Leonore Smith (ESL) and Barbara Elias (ELA) team-teaching the sheltered-English and TBE classes where our students have had the least success in Regents exams: Global History, US History and Living Environment. After school, Saturday and vacation-time SIFE and Title III programs will offer additional support to students in these areas.
9. Transitional support included testing accommodations during Regents exams for all recently transitioned former-ELLs as allowed by NYS. These students also have access to sheltered-English and TBE content classes at their request. Again, we encourage students to continue in the NLA program to pass not only the Regents exam but AP exams as well. It is our sincere belief, backed by extensive research, that continuing to develop their first language literacy will improve our students' academic success in English.
10. The use of vacation-time support for ELLs is a new strategy that we are starting this year. Improving and expanding the use of technology with our ELLs is a major goal of the current and upcoming school years. We are in the process of purchasing Achieve 3000 licenses to use both during the school day and as part of Saturday and after school programs. The school owns Rosetta Stone licenses but is awaiting a server upgrade in order to initiate more wide-spread use the program.
11. Due to the retirement of our Bengali native language arts teacher, we are currently unable to offer the Bengali NLA class. We very much hope to be able to reinstate this class in the future but current staffing does not allow us to do so at this time.
12. LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team sports, including fencing. We also have an extensive number of art and music electives. ELLs have equal access to these programs. ELLs who meet academic requirements also have access to the schools wide range of AP courses. The two factors that most limit ELL participation in these opportunities are 1) the number of ELLs who work after school and on weekends and, for newcomers in the upper grades 2) the need to complete graduation requirements before taking additional electives.
13. Through a Title I grant, we are delighted to be able to include the use of iPads and an Elmo projector in the technology available to our students this year. The Elmo is being used in both content and ESL classrooms and the use of iPads in the classroom is being piloted in two sheltered English Living Environment classes this semester. Both content and ESL teachers have access to LCD projectors, laptop carts and audiovisual equipment. The Milestones textbook series has a interactive technological component and, again, we hope to be using Achieve 3000 and Rosetta Stone with our students by the end of the Fall semester. Rigor materials including the CD-roms and Read Aloud books will be incorporated into the CCLS argumentation unit for ESL beginner and SIFE students.
14. In the Freestanding ESL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their native language in class. Depending on the population of the sheltered English content courses, additional native language materials may be introduced as available and appropriate. In the TBE program, Spanish-language texts are provided on a number of reading levels.

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.
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9. Transitional support included testing accommodations during Regents exams for all recently transitioned former-ELLs as allowed by NYS. These students also have access to sheltered-English and TBE content classes at their request. Again, we encourage students to continue in the NLA program to pass not only the Regents exam but AP exams as well. It is our sincere belief, backed by extensive research, that continuing to develop their first language literacy will improve our students' academic success in English.

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14. In the Freestanding ESL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their native language in class. Depending on the population of the sheltered English content courses, additional native language materials may be introduced as available and appropriate. In the TBE program, Spanish-language texts are provided on a number of reading levels.

15. Services are provided at grade level. Again, programming by cohort allows students to be in age-appropriate classes.

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.
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15. Services are provided at grade level. Again, programming by cohort allows students to be in age-appropriate classes.

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

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)?

Science:	Spanish			
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2. The teachers of the ninth grade advisory classes are provided with a curriculum and have weekly meetings in their small learning community teams. A team of teachers including Leo Smith (ESL), Brook Nixon (Math) and Allison Gozzi (Special Ed) attended the AVID Summer Institute in San Diego. They are implementing the AVID programming. AVID explicitly teaches students a number of study techniques including Cornell note taking, peer tutorial using Costa's 3 levels of questions, and organization for academic success. The program also trains teachers in a number of methodologies including philosophical chairs that require higher order thinking on the part of students. The previously identified team members are working to turnkey these teaching practices to the entire 9th grade faculty through the schools two 9th grade small learning communities, Voyager and Mariner.

3. All staff are encouraged to attend QTEL training and ELL-specific professional development is part of the school's yearly PD plan. In previous years, the Assistant Principal of each department kept track of their own teachers participation in QTEL and other training sessions that would meet Jose P. requirements. As part of the collaboration process of writing this document, the LAP, the need for one centralized record keeping system became apparent. We created a google document on the DOE's approved google docs site. All APs have the ability to edit this document to add the completed ELL PD hours for each of their staff members. A separate google doc will be created for paraprofessionals and other non-teaching school staff. The AP of ESL will work with the other instructional APs to identify appropriate workshops for teachers who have not yet met the requirement of 7.5 hours. In addition to QTEL and other workshops offered through the OELL, the Assistant Principals at LICHS will alert their staff to ELL PD opportunities provided by the network and by master teachers and other ESL certified professionals within the school. One example of in-school PD on ELL instruction was this November 8, 2011 during the Election Day professional development session, the AP of ESL, Eva Sievert-Schiller, offered a one-and-a-half hour training on designing an argumentative unit of instruction for ELLs. Another example is that ESL-certified master teacher, Leonore Smith, is offering on-going sessions on how to use iPads with ELL students in the classroom. She has also co-created PD sessions on how to use images to teach content and language which has already been presented to the Arts department and will present a modified version of this same training to the Social Studies department. Over the course of the school year, similar sessions will be offered to each department to improve instruction for ELLs and help meet the 7.5 required hours for Jose P. While the AP of ESL will inform all instructional supervisors of available ELL PD sessions, the departmental APs are responsible for ensuring that their staff complete their mandated professional development hours as per Jose P.

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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. Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, Crisa Ignatiadis, describing various events each semester. This newsletter includes Spanish translations. School events such as workshops, student performances, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter.
2. Adult ESL and GED classes are offered on Saturdays at LICHS through the NYC DOE Office of Adult Education. St. John's University's Gear Up program invites the parents of participating students to numerous events throughout the school year. The Leadership Program/21st Century Grant provides facilitators for workshops specifically on topics that the parents have requested.

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3. During Parent Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available to parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. A resource we have identified to help meet the specific needs of new immigrants is the book, "The NY Times Guide for Immigrants in New York City" written by Joan Nassiver in partnership with The Lower East Side Tenement Museum.

4. Many of the parents of our ELLs are unfamiliar with NYC graduation requirements and the college admission process in the United States. The school's College Office invites parents to three major college informational events during the school year: a College Fair in October, a Financial Aid Night in December and a College Information night target to juniors (11th graders) and their parents in the spring. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Through Title III grants, the ESL department has been able to provide other college-related activities specifically for ELLs and their parents. For example, parents have accompanied their children on ESL visits to college campuses. At the high school level, one of the workshop LICHS has offered to parents was how to communicate with your child's school. Through The Leadership Program/21st Century Grant, the ESL department will offer specific workshops for the parents of ELLs during the 2011-2012 school year.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

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. As mentioned previously, we have both Spanish TBE and sheltered English content courses available to ELLs. Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. For example, we offer a four-term Living Environment class for SIFE students but the TBE Living Environment classes are two-term reflecting the native language support and ability for students to take the Regents in their native language. We have two master teachers, Leonore Smith (ESL) and Barbara Elias (ELA) team-teaching the sheltered-English and TBE classes where our students have had the least success in Regents exams: Global History, US History and Living Environment. After school, Saturday and vacation-time SIFE and Title III programs will offer additional support to students in these areas.

9. Transitional support included testing accommodations during Regents exams for all recently transitioned former-ELLs as allowed by NYS. These students also have access to sheltered-English and TBE content classes at their request. Again, we encourage students to continue in the NLA program to pass not only the Regents exam but AP exams as well. It is our sincere belief, backed by extensive research, that continuing to develop their first language literacy will improve our students' academic success in English.

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3. All staff are encouraged to attend QTEL training and ELL-specific professional development is part of the school's yearly PD plan. In previous years, the Assistant Principal of each department kept track of their own teachers participation in QTEL and other training sessions that would meet Jose P. requirements. As part of the collaboration process of writing this document, the LAP, the need for one centralized record keeping system became apparent. We created a google document on the DOE's approved google docs site. All APs have the ability to edit this document to add the completed ELL PD hours for each of their staff members. A separate google doc will be created for paraprofessionals and other non-teaching school staff. The AP of ESL will work with the other instructional APs to identify appropriate workshops for teachers who have not yet met the requirement of 7.5 hours. In addition to QTEL and other workshops offered through the OELL, the Assistant Principals at LICHS will alert their staff to ELL PD opportunities provided by the network and by master teachers and other ESL certified professionals within the school. One example of in-school PD on ELL instruction was this November 8, 2011 during the Election Day professional development session, the AP of ESL, Eva Sievert-Schiller, offered a one-and-a-half hour training on designing an argumentative unit of instruction for ELLs. Another example is that ESL-certified master teacher, Leonore Smith, is offering on-going sessions on how to use iPads with ELL students in the classroom. She has also co-created PD sessions on how to use images to teach content and language which has already been presented to the Arts department and will present a modified version of this same training to the Social Studies department. Over the course of the school year, similar sessions will be offered to each department to improve instruction for ELLs and help meet the 7.5 required hours for Jose P. While the AP of ESL will inform all instructional supervisors of available ELL PD sessions, the departmental APs are responsible for ensuring that their staff complete their mandated professional development hours as per Jose P.

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. Over the summer, content area received professional development in technology and strategies for ELL students through the Title III summer grant. During the current school year, the school's team of master teachers (Leonore Smith, ESL & Barbara Elias, ELA) are planning and implementing professional development for content area teachers who have SIFE and other ELL students in their classes. While the school has ensured that a large number of staff members were trained in QTEL, the social studies, science and math departments are in the process of identifying teachers with a particular passion or interest in teaching the sheltered English content classes to send for additional trainings. While Assistant Principals are monitoring all teaching staff for compliance with Jose P., special attention is given to teachers working with large groups of ELLs in Science and Social Studies. Based on the current semester's program, the school needs to open bilingual vacancies in Living Environment (Biology & General Science) and Social Studies.
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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. Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, Crisa Ignatiadis, describing various events each semester. This newsletter includes Spanish translations. School events such as workshops, student performances, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter.
2. Adult ESL and GED classes are offered on Saturdays at LICHS through the NYC DOE Office of Adult Education. St. John's University's Gear Up program invites the parents of participating students to numerous events throughout the school year. The Leadership Program/21st Century Grant provides facilitators for workshops specifically on topics that the parents have requested.

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3. During Parent Association Meetings, parents are asked to suggest future workshop topics that will meet their needs. The Parent Coordinator is also available to parents by phone and in person to discuss any concerns. In terms of the parents of newly admitted ELLs, the in-take process allows the ESL department to gather information about their specific needs and how we can best support them. A resource we have identified to help meet the specific needs of new immigrants is the book, "The NY Times Guide for Immigrants in New York City" written by Joan Nassiver in partnership with The Lower East Side Tenement Museum.

4. Many of the parents of our ELLs are unfamiliar with NYC graduation requirements and the college admission process in the United States. The school's College Office invites parents to three major college informational events during the school year: a College Fair in October, a Financial Aid Night in December and a College Information night target to juniors (11th graders) and their parents in the spring. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Through Title III grants, the ESL department has been able to provide other college-related activities specifically for ELLs and their parents. For example, parents have accompanied their children on ESL visits to college campuses. At the high school level, one of the workshop LICHS has offered to parents was how to communicate with your child's school. Through The Leadership Program/21st Century Grant, the ESL department will offer specific workshops for the parents of ELLs during the 2011-2012 school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										32	21	15	7	75
Intermediate(I)										61	62	56	65	244
Advanced (A)										47	64	28	25	164
Total	0	0	0	0	0	0	0	0	0	140	147	99	97	483

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	3	3	1
	I										16	26	31	34
	A										31	53	28	32
	P										62	54	30	25
READING/ WRITING	B										17	16	9	6
	I										56	57	52	62
	A										38	60	29	23
	P										2	3	2	11

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	142		54	
Integrated Algebra	122	28	77	16
Geometry	2		2	
Algebra 2/Trigonometry	0		0	
Math				
Biology				
Chemistry	26		6	
Earth Science	22	5	3	3
Living Environment	51	101	11	48
Physics				
Global History and Geography	107	40	38	21
US History and Government	53	38	17	22
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	23	12	12	28				
Chinese Reading Test								

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

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

1. As a high school, we do not use any of the assessments mentioned above.

2. The school used the 2011-2012 school year data on the 51 students who were identified as English Proficient (EP) students. Of the 51 students...

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Long Island City High School		School DBN: 30Q450	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Mamo-Vacacela	Principal		11/15/11
Eva Sievert-Schiller	Assistant Principal		11/15/11
Crisa Ignatiadis	Parent Coordinator		11/15/11
Guoping Wang	ESL Teacher		11/15/11
	Parent		
Michael Graber/AP of Math	Teacher/Subject Area		11/15/11
Margie Schikman/AP of SS	Teacher/Subject Area		11/15/11
Leonore Smith/Master Teacher	Coach		11/15/11
Barbara Elias/Master Teacher	Coach		11/15/11
Yesenia Fermin	Guidance Counselor		11/15/11
Vivian Selenikis	Network Leader		11/18/11
Diana Scalera	Other <u>Curriculum Specialis</u>		11/18/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 30Q450 **School Name:** Long Island City High School

Cluster: 2 **Network:** CFN 202

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

Part A: Needs Assessment Findings

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

The first step in assessing our school's translation and interpretation needs was to use the RAPL report in ATS. After review the data, the school is reaching out to parents who we suspect may have incorrect codes for their preferred languages. The parent's preferred language is also recorded on the student emergency cards.

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.

After English (1617 primary guardians), the highest occurring preferred language is Spanish (1333 primary guardians). The next most frequently occurring preferred language is Bengali (136 primary guardians), then Arabic (56) and Chinese (56). Polish (30), Korean (20), Urdu (19), Penjabi (11) and Nepali (11) are the remaining language with more than ten primary guardian preferences. There are an addition twenty five languages with fewer than ten preference requests. This information was shared with the school community in two ways. First, an Excel workbook with the RAPL file including separate worksheets listing parents whose preferred language is Bengali, Arabic or Chinese was sent electronically to the APs of guidance and security. This information was also used to create student groups in STARS to facilitate the distribution of translated materials during the school day.

Part B: Strategies and Activities

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

The school has found backpacking letters to be the most effective way of communicating with parents, although phone masters, direct mail and direct phone calls are also used. Since the highest incident preferred language other than English is Spanish, all school-wide written communication distributed by official class is photocopied with one side in English and the other in Spanish. Bengali, Arabic and Chinese translations are distributed through ESL department. If the communication is standard across the DOE, we use the available translations. For school-generated letters the Spanish translations are done in-house and for other languages we utilize the DOE translation services and/or their approved vendors. The agenda for the ELL Parent Orientation and other very brief documents have been translated by teachers and paraprofessionals into Bengali, Chinese, Urdu and Hindi.

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

Oral interpretation is preferably provided by an employee of the school when a staff member is not available to provide interpretation in a given language, the school uses the DOE interpretation hotline. Guidance and the ESL Department are two of the most frequent users of interpretation, although the procedure is followed schoolwide. Paraprofessionals especially have been an essential resource in providing interpretation through the ELL identification, Parent Orientation and Program Selection process in the languages of Bengali, Arabic, Urdu, and Hindi. Teachers and school aides have also provided translation into French, Spanish, and Hindi. Spanish interpretation is consistently provided at all Parent Association meetings and arrangements for other languages are made on request.

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>.

At the start of every school year, LICHS runs a freshman orientation session that includes the school discipline code and safety procedures are outlined for incoming students and their parents. Parents are invited to the orientation via direct mail that goes out to the families of all incoming students in both English and Spanish. Interpretation during the orientation session is available on request. During the year, additional information on safety procedures is provided to parents of students in all grades during Parent Teacher Conferences and Parent Association meetings. In addition, the Discipline Code was distributed through Social Studies classes to all students. Teachers requested the number of copies they needed in each language and additional copies in multiple languages are available through the office of the Assistant Principal of Organization, Vladimir Hurych.

As previously stated, all school-wide written communication distributed by official class is photocopied with one side in English and the other in Spanish. Student groups have been created in STARS to facilitate distribution of written communication in Bengali, Arabic and Chinese. In terms of parents visiting the school, a large sign with information about translation and interpretation services is prominently posted in the Guidance Suite and additional posters have been ordered to be placed near the entrance and in the main office. As with all communication, whenever possible we prefer to have a staff member, be it a teacher, guidance counselor or school aide, interpret but if no such person is available, we turn to the DOE's Interpretation hotline. In the case of a school evacuation, all parents including parents whose preferred language is English, will have access to information through New York City's 311 information hotline.

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: Long Island City High School	DBN: 30Q450
Cluster Leader: Charles Amudsen	Network Leader: Vivian Selenikas
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 checked="" type="checkbox"/> After school <input type="checkbox"/> *Saturday academy <input type="checkbox"/> *Other: Vacation academy
Total # of ELLs to be served:
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 type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

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: The Direct Instruction Supplemental Program will consist of two six-week Saturday Academies for ELLs and three week-long Vacation Academies during December, February and April. Academies will focus on Regents Preparation and College Readiness for 10th, 11th and 12th graders. All 475 ELLs in the school will be invited but we expect around 20 students to attend each academy. An intensive effort will be made to recruit the 118 ELLs with disabilities. The 59 SIFE students and 127 Long-term ELLs will be invited to these activities but more of an effort will be made to include them in the activities funded by the school's SIFE/Long Term ELL grant.

Activity #1: ELL six-week Saturday Academies

Historically, after school programs for ELLs at LICHs have been very sparsely attended and ELL attendance to the school's general Saturday Academy has also been low. Saturday academies run six Saturdays at the end of each semester from 8:00am to 11:00am. By creating a special ELL section of the Saturday Academy focused on Regents Preparation and College Readiness the intent is to create a welcoming environment that intentionally uses instructional techniques proven to work with ELLs, including the MEAL paragraph for scaffolding writing. The program will be staffed by two teachers each semester. The program will be staffed by one teacher with dual certification in ESL/ELA and one teacher with a content area license. An Assistant Principal and master teacher with ESL certification will alternate to provide push-in to support the content area instruction with appropriate ESL strategies. Students who need preparation for both exams will spend 90 minutes with each teacher. On the other hand, students who need to focus only one exam will spend three hours with the same teacher or work with the teacher for 90 minutes and work on Castle Learning for the other 90 minutes. In the fall semester, December 3, 2011 - January 21, 2012, the content course will be preparation for the Integrated Algebra Regents and will be taught by a math-licensed teacher. In the spring, May 5 - June 16, 2012, the content course will be preparation for the Global History Regents, taught by a Social Studies-licensed teacher. In addition, students will be given time to use Castle Learning to prepare for the other Regents exams as needed. The language of instruction for this program will be English.

Activity #2: ELL Vacation Academies

The Vacation Academies will meet from 8am to noon for four or five days during school vacation periods and especially target ELLs whose families cannot afford to travel. These academies give strategically timed Regents preparation for the January and June exams. Preparation for the Comprehensive English Regents will be included in all three vacation academies and a different content area will be highlighted for each: December 27th-30th ELA and Algebra, February 20th-24th ELA and Living Environment and April 9th -13th ELA and Social Studies. Again, the preparation for the Comprehensive English Regents will be provided by a dually certified (ESL & ELA) teacher and the content area instruction will be provided by a teacher licensed in the content area who either has a bilingual extension or receives push-in and planning support from an Assistant Principal or master teacher with ESL certification. In addition to targeted Regent preparation using the Kaplan Advantage NYS English books and Castle Learning, students will also use Achieve 3000 for additional practice reading non-fiction. By including a cultural celebration or trip within the structure of each five-day academy, we also provide students with an enjoyable activity. The cultural activity might be a potluck event where each child brings a dish from her

Part B: Direct Instruction Supplemental Program Information

culture or a trip to a Math, Science or History Museum. The teachers for each vacation academy will work with the AP to determine the most appropriate and feasible event. The program will be staffed by a supervisor, an ESL teacher (preference given to teachers dually certified ESL/ELA) and one content area teacher.

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: Title III Professional Development will consist of an after-school Inquiry team for ESL and ELA teachers of ELLs whose courses end in the Comprehensive English Regents and content area QTEL courses for Math, Science and Social Studies teachers of ELLs.

Activity #1: English Regents Inquiry Team

The inquiry teams meeting during the school day in the 2011-2012 academic year are focused on developing curriculum around the Common Core Learning Standards relating to Argumentation. The urgency for our ELLs to be successful on the Comprehensive English Regents requires additional inquiry specifically focused on how our ELLs perform on Regents tasks and therefore we need time outside of the school day. The ELL Comprehensive English Regents inquiry team will meet for two hours a week throughout the year and be lead by Assistant Principal of ESL, Eva Sievert-Schiller. The team will include all ESL and ELA teachers of ELLs whose courses end in the Regents. Protocols for looking at student work will be used to identify next steps. Participating teachers include: Wilfred Cameron (ESL), Arlene Ritter (ESL & ELA), Alma Siljkovic (ESL & ELA), Liz Souers (ESL) and Katy Ward (ESL). This list may change depending on programming for the Spring semester.

Activity #2: Professional Development for Content Teachers of ELLs

Content Area teachers of ELLs who do not yet have ESL certification or a Bilingual Extension will attend the content-specific Quality Teaching for English Language Learners (QTEL) workshops and other appropriate professional development sessions offered through the Office of English Language Learners (OELL).

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
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: The Parent Engagement Activities will consist of invitations to the trips and cultural events that are part of the Vacation Academies and two college visits during the Spring Semester.

Activity #1: Culture Events/Trips as part of Vacation Academies

We have found that parents are more likely to attend an event with their child than to come to a Parent-only event. The cultural activities are festive and celebratory in nature and give parents an opportunity for active participation in the school community. For potluck events, parents would assist with the preparation of food and participate in the social interaction. Parents would also be invited to serve as chaperones for trips and other special events.

Activity #2: College Visits

Many of the parents of our ELLs have not attended college in the United States. The more we can educate them about the process of helping their children choose and apply to appropriate colleges, the more of our ELLs will actually end up in college. Therefore, there visits will be made to colleges both inside and outside New York City. By starting with a college in New York City, we hope to get more participation as part of the debrief of the second trip, we will ask parents how their experiences of the two visits differed, and how they have influenced their hopes for their children.

Part E: Budget

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

Allocation Amount: \$59804

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$59804

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