



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN: 02M550

PRINCIPAL: MELODEE A. KHRISTAN

EMAIL: MKHRIST@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Melodee A. Khristan	*Principal or Designee	Signature on file
Katie Farrell	*UFT Chapter Leader	Signature on file
Yvelisse Soriano	*PA/PTA President	Signature on file
Adam Zokari	Student Representative	Signature on file
Ya Fei Lin	Student Representative	Signature on file
Chris Lozano	Member/Teacher	Signature on file
Jeff Conway	Member/Teacher	Signature on file
Tawfic Kassim	Member/Teacher	Signature on file
Clara Rivera	Member/Teacher	Signature on file
Sudavee Vasboonchoo	Member/Parent	Signature on file
Aracelis Cruz	Member/Parent	Signature on file
Georgiev Edward	Member/Parent	Signature on file

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June of 2013, 100% of teachers will be a member of one of four “teams” whereby teams of ESL and content area teachers will collaborate in the design, development, and implementation of each team in an effort to improve student achievement through systematic use of protocols for looking at student work and course passage/credit accumulation data..

### **Comprehensive needs assessment**

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

- Results of the New York State Report Card;
- ATS reports including LAB-R, NYSESLAT, and attendance;
- HSST reports including transcripts, report cards, mark analysis, Regents exams results;
- In-house surveys of staff, parents, and students;
- Professional development needs for teachers and support staff;
- Workshop requests from parents and guardians; and
- Student needs for academics, extracurricular desires, and future dreams

As a result of numerous discussions focused on the data compiled we, as a school community, determined it was essential to break into smaller learning communities within the school.

### **Instructional strategies/activities**

#### Strategies/Activities

- All teachers will be a member of a smaller learning community (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade teams).
- Once teachers are assigned to a team each smaller learning community will begin to plan for upcoming school year.
- Teachers will meet in teams to determine needs of students.
- Common preparation periods will be established for teams to collaborate.
- Team meeting rooms will be established on each floor.
- Each team will be comprised of ESL and content area teachers.
- Each team will be assigned an assistant principal.

#### Resources and Responsible Staff

- All teachers and guidance counselors
- Assistant Principals
- AUSSIE Coach
- Curriculum Mapper

#### Evaluation of Effectiveness

- All teachers' and guidance counselors' feedback
- Weekly team meetings with the principal
- Bi-monthly team meetings with the assistant principals
- Results of Learning Survey

#### Timeline for Implementation.

- September, October—All staff will participate in ongoing discussions to determine effective ways of designing the teams.
- November--All staff will participate in a full-day professional development session on November 6<sup>th</sup> to initiate cross-curricula collaboration.
- December and January—We will analyze final grades for the Fall Term results to determine appropriate programming of classes for the Spring Term.

- February through June—Teachers will meet in their new teams to assess the effectiveness of the “team system” and make recommendations for improvement.

**Strategies to increase parental involvement**

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

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

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

yes Tax Levy yes Title I \_\_\_\_\_ Title IIA yes Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We will be utilizing the services of our Network instructional support team and AUSSIE.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- **By June of 2013, all English, ESL, native language arts, math, science and social studies teachers will design, develop and implement one Common Core-aligned unit of study whereby all students will experience at least one Common Core aligned unit of study in their core courses.**

### **Comprehensive needs assessment**

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

- Citywide instructional expectations for the 2012-2013 school year;
- Teacher professional developments needs for job-embedded training on the Common Core Learning Standards (CCLS)

### **Instructional strategies/activities**

#### Strategies/Activities

- Work with grade level teams to chart a curriculum overview, in relation to key content and culminating tasks;
- Work with individual teachers to make critical adjustments, as needed, and help translate revised curriculum requirements into unit planning;
- Work with grade level teams to identify opportunities for 'inter' and 'intra' grade collaboration;
- Provide professional development on the 6 Literacy Shifts with a particular focus on the two DOE prioritized shifts for 2012-2013;
- Review the teaching and learning implications of explicit demands in: Writing Standard 1, (argument writing) and Reading Informational Texts Standards 1 and 10 (citing evidence and text complexity);
- Provide supportive scaffolds for writing and identify Common Core Learning Standards explicit criteria for specific genres;
- Reinforce practical strategies for planning, drafting, editing, and revising;
- Upload and organize curriculum resources into the Liberty High School web-based curriculum mapping site—Collaborative Learning;
- Explore the implications of: Speaking and Listening Standard 1 (collaborative discussions);
- Provide teachers with practical strategies for assisting students to build and apply word knowledge;
- Increase familiarization with a range of language functions and related process vocabulary;
- Adopt/adapt curriculum units aligned to the selected standards;
- Work with individual teachers and content area teams to facilitate collaborative planning;
- Provide teachers with practical strategies which scaffold understanding and develop required reading habits for complex texts; and
- Provide professional development on: devising text dependent questions that require students to cite evidence from the text, and developing sequences of questions to build understanding.

#### Resources and Responsible Staff

- All teachers and guidance counselors
- Assistant Principals
- AUSSIE Coach
- Curriculum Mapper

#### Evaluation of Effectiveness

- All teachers' feedback
- Weekly team meetings with the principal.
- Bi-monthly team meetings with the assistant principal team leader.

- Results of Learning Survey  
Timeline for Implementation.
- September, October—All staff will participate in ongoing discussions to determine effective ways of designing the teams.
- November--All staff will participate in a full-day professional development session on November 6<sup>th</sup> to determine the needs of each content area
- December and January—Teachers will finalize curricula maps and common-core units of study for the spring term.
- February through June—Teachers will meet in their new teams to assess the effectiveness of the “team system” in aligning curricula (vertically and horizontally).

**Strategies to increase parental involvement**

The following strategies and activities will be implemented to achieve this goal:

- information concerning this goal will be shared with our parents/guardians at parent association meetings
- information will be translated and sent home for parents/guardians through a parent newsletter
- information will be provided to our parents/guardians during parent/teacher conferences

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

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

### **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 of 2013, 80% of teachers will engage in the team inquiry process to determine common benchmark assessments that include performance and will be evidenced by teacher made instruments that measure students' academic improvement.**

#### **Comprehensive needs assessment**

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

- Results of the 2011-2012 New York City School Learning Survey;
- Results of the New York State Report Card;
- ATS reports including LAB-R, NYSESLAT, and attendance;
- HSST reports including transcripts, report cards, mark analysis, Regents exams results; and
- In-house surveys of staff, parents, and students
- Professional development needs for teachers and support staff
- Workshop requests for parents and guardians
- Student needs for academics, extracurricular desires, and future dreams

As a result of numerous discussions focused on the data compiled we, as a school community, determined it was essential to break into smaller learning communities within the school.

#### **Instructional strategies/activities**

##### Strategies/Activities

- All teachers will be a member of a smaller learning community (team)
- Once teachers are assigned to a team each smaller learning community will begin to plan for upcoming school year.
- Teachers will meet in teams to determine needs of students.
- Establishment of common prep periods for teams to collaborate.
- Creation of team meeting rooms on each floor.
- Each team will be comprised of ESL and content area teachers.
- Each team will be assigned an assistant principal.
- All teachers will meet with the AUSSIE to develop curricula maps.

##### Resources and Responsible Staff

- All teachers and guidance counselors
- Assistant Principals
- AUSSIE Coach
- Curriculum Mapper

##### Evaluation of Effectiveness

- All teachers' feedback
- Weekly team meetings with the principal
- Bi-monthly team meetings with the assistant principals
- Results of Learning Survey

##### Timeline for Implementation.

- September, October—All staff will participate in ongoing discussions to determine effective ways of designing the teams.

- November--All staff will participate in a full-day professional development session on November 6<sup>th</sup> to determine the needs of each content area
- December and January—Teachers will finalize curricula maps and common-core units of study for the spring term.
- February through June—Teachers will meet in their new teams to assess the effectiveness of the “team system” in aligning curricula (vertically and horizontally).September, October—All staff will participate in ongoing discussions determining the process of breaking into houses.

**Strategies to increase parental involvement**

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

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

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I \_\_\_\_\_ Title IIA YES Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We will be utilizing the services of our Network instructional support team and AUSSIE.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	We have designed a literacy program that provides additional periods of ESL.	We provide small group and one-to-one tutoring during the day. We have a tutoring center that is used specifically for AIS.	During the day, after school, Saturday Academy, Summer School
Mathematics	We utilize Destination Math for low level numeracy students. We have a numeracy intervention program that provides additional periods of mathematics.	We provide small group and one-to-one tutoring during the day. We have a tutoring center that is used specifically for AIS.	During the day, after school, Saturday Academy, Summer School
Science	We have added courses for students that are struggling in their science classes.	We provide small group and one-to-one tutoring during the day. We have a tutoring center that is used specifically for AIS.	During the day, after school, Saturday Academy, Summer School
Social Studies	We have added courses for students that are struggling in their social studies classes.	We provide small group and one-to-one tutoring during the day. We have a tutoring center that is used specifically for AIS.	During the day, after school, Saturday Academy, Summer School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	We have two full-time bilingual guidance counselors, a full-time bilingual social worker, a part-time bilingual social worker and an on-call psychologist.	We provide individual, small group and large group services—depending of the issue at hand.	During the school day.

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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



# Liberty High School

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



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

Melodee A. Khristan  
Principal

## SCHOOL PARENTAL INVOLVEMENT POLICY 2012-2013

### Part I – GENERAL EXPECTATIONS

Liberty High School agrees to implement the following statutory requirements:

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

*advisory committees to assist in the education of their child;  
and*

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

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

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

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

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

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

**Part IV- ADOPTION**

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2012-2013 school year. This policy was reviewed and updated by all parties involved at the Parent Teacher Association meeting in September 2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 20, 2012.

Melodee A. Khristan  
Signature of Principal (on file)

September 20, 2012  
Date





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Principal

## SCHOOL PARENT COMPACT 2012-2013

Liberty High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during the school year 2012-2013.

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

#### School Responsibilities

Liberty High School will:

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

○ Thursday, October 25, 2012	5:00-7:30 PM
○ Friday, October 26, 2012	12:20-2:20 PM
○ Thursday, March 14, 2013	5:00-7:30 PM
○ Friday, March 15, 2013	12:20-2:20 PM
  
- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Fall term 1<sup>st</sup> report card will be sent to the parents by mail.
  - Fall term 2<sup>nd</sup> report card will sent to the parents by the students and by mail.

- Fall term final report card will be sent to the parents by mail.
  - Spring term 1<sup>st</sup> report card will be sent to the parents by mail.
  - Spring term 2<sup>nd</sup> report card will be sent to the parents by the students and by mail.
  - Spring term final report card will be sent to the parents by mail.
  - Communication between guidance counselors and parents/guardians will be ongoing.
  - All parents/guardians will have access to ARIS.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - During parent/teacher conferences as stated above.
    - Please call the teacher to set up an appointment for a special conference.
    - Please call the guidance counselor to set up an appointment for a conference.
- Provide parents opportunities to volunteer and participate in their child's class and observe classroom activities as follows:
    - Contact the teacher directly by telephone or note.
    - Contact the assistant principal to set up an arrangement.

### **Parent/Guardian Responsibilities**

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

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

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

### **Student Responsibilities**

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

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

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

Liberty High School will:

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

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

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

- This School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by Liberty High School on May 19, 2005 and will be in effect for the 2012-2013 school year. This Compact was reviewed and updated by all parties involved at the Parent Teacher Association meeting in September 2012. The school will distribute this Compact to all parents of participating Title I, Part A children on or before October 25, 2012.

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

Yvelisse Soriano, Parent: Yvelisse Soriano (signature on file)

Adam Zokari, Student: Adam Zokari (signature on file)

Date: September 20, 2012



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

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

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

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

#### ELL Identification

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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, Chinese
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): none

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	22	10	6	5	43
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	20	16	12	8	56
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	42	26	18	13	99

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

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [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	105	20	1	10	2	1	0	1	1	115
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	188	65	6	76	10	0	0	0	0	264
<b>Total</b>	<b>293</b>	<b>85</b>	<b>7</b>	<b>86</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>379</b>

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

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

**Transitional Bilingual Education**

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

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

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

### This Section for Dual Language Programs Only

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

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

### Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### ELL Programming

1. Instruction is delivered by the following model:

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

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

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

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

5. We differentiate instruction for the following subgroups by:

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

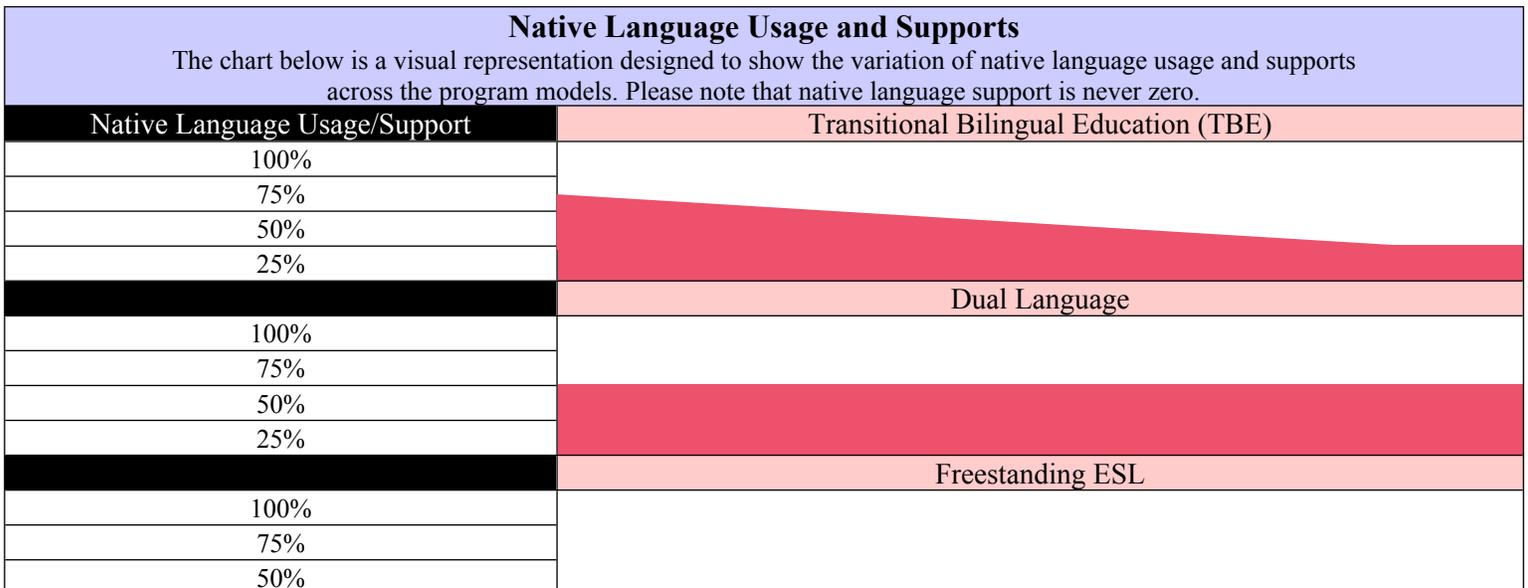
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	Spanish, Chinese
Social Studies:	Spanish, Chinese
Math:	Spanish, Chinese
Science:	Spanish, Chinese Support


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

- 15. Yes, all required services support and resources correspond to our ELLs' ages and grade levels.
  - a. We are very cognizant of ensuring that our students receive services that explicitly geared for individual needs.
- 16. Our schools offer the following activities in assisting our newly enrolled students before the beginning of the school year:
  - a. We offer summer school to students that register in a timely fashion either at the end of the school year, at the beginning of the summer break, or at the beginning of our summer school session.
- 17. Language electives offered to our ELLs:
  - a. We offer Spanish as a foreign language to our students.

### **C. Schools with Dual Language Programs**

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

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

### **D. Professional Development and Support for School Staff**

<ol style="list-style-type: none"> <li>1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
<ol style="list-style-type: none"> <li>1. Our professional development plan for all ELL personnel at our school includes the following: <ol style="list-style-type: none"> <li>a. All members of our school receive professional development services. Our professional development plan includes the following members of our school community: <ol style="list-style-type: none"> <li>i. Administrators including—Principal and assistant principals</li> <li>ii. all teachers including—ESL, English, bilingual, math, science, social studies, science, special education, physical education, art, and music</li> <li>iii. Specialty staff—including our bilingual guidance counselors, college advisor, social workers, psychologist, speech therapist, literacy coaches, and vision specialist.</li> <li>iv. Support staff—educational paraprofessionals, school aides, senior neighborhood family worker, and secretaries.</li> </ol> </li> </ol> </li> <li>2. We support our staff in assisting ELLs as they transition from middle to high school by the following: <ol style="list-style-type: none"> <li>a. We provide workshops on the unique needs of ELLs as they transition from a middle school setting from a different country into high school in America.</li> <li>b. We provide our staff members with professional development on youth development.</li> </ol> </li> <li>3. We provide the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. by the following: <ol style="list-style-type: none"> <li>a. All of our professional development plans are focused on English Language Learners. Our school community meets on a weekly basis throughout the school year. The focus for the 2011-2012 school year is on the implementation of the SIOP Model in all classes, in all grades. Our PD workshops are for all teachers and guidance counselors--the PD sessions are every Monday throughout the school year.</li> <li>b. We encourage all of our teachers to participate in workshops offered by the NYCDOE ELL Office including QTEL series of workshops for ESL teachers, native language arts teachers and content area teachers.</li> <li>c. We encourage our teachers to attend workshops provided by BETAC. As well, we invite specialists from BETAC and host workshops on topics that are of particular significance for our school community in working with ELLs.</li> <li>d. We keep sign-in sheets, agendas, hand-outs, etc., for all professional development activities that our school community participates in.</li> <li>e. We have an AUSSIE coach that specilizes in ELLs work with our staff on a average of 1-2 times per week throughout the school year.</li> </ol> </li> </ol>

**E. Parental Involvement**

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	25	50	20	8	103
Intermediate(I)	0	0	0	0	0	0	0	0	0	3	44	55	34	136
Advanced (A)	0	0	0	0	0	0	0	0	0	0	8	16	13	37
Total	0	0	0	0	0	0	0	0	0	28	102	91	55	276

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>	0	0	0	0	0	0	0	0	0	0	5	17	12
	<b>P</b>	0	0	0	0	0	0	0	0	0	0	3	1	1

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	97	0	79	0
Integrated Algebra	99	40	80	35
Geometry	18	3	18	0

### New York State Regents Exam

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

### Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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. The assessment tool that our school uses to assess the early literacy skills of our students includes an in-house oral interview and a written test. The written test includes a listening, reading, and writing portion.

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

### Additional Information

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

## Part VI: LAP Assurances

**School Name:** Liberty High School Academy

**School DBN:** 02M550

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melodee A. Khristan	Principal		11/1/11
Carlos M. Carmona	Assistant Principal		11/1/11

**School Name: Liberty High School Academy**

**School DBN: 02M550**

**Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise Mojica	Parent Coordinator		11/1/11
Christina Lozano	ESL Teacher		11/1/11
Fausto Urena	Parent		11/1/11
Jeffrey Conway/English	Teacher/Subject Area		11/1/11
Betty Qian/S.S. Chinese	Teacher/Subject Area		11/1/11
	Coach		
	Coach		
Robert Ball	Guidance Counselor		11/1/11
Sumita Kaufhold	Network Leader		11/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

Cluster: **1** Network: **108**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Liberty High School	DBN: 02M550
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: reduced class size
Total # of ELLs to be served: 320
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 10
# 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: Rational--Liberty High School is designed to meet the unique academic, emotional, physical and social needs of newly-arrived non-English speaking students. Virtually all of our incoming students are at the beginner level as identified by the LAB-R and/or New York State English as a Second Language Assessment Test (NYSESLAT). In order for our students to be successful in their ESL and content area classes and on their Regents exams, it is imperative that we provide an extensive supplementary program. Our supplemental program includes an After School Program, Saturday Academy and reduced class size for two of our tenth grade ESL courses. Subgroups and grade levels of students to be served--Our Title III supplemental program serves students in all subgroups as identified by NCLB. Additionally the program serves students in grades 9, 10, 11 and 12. Approximately 25% of our students are identified as students with interrupted formal education (SIFE). The two reduced size classes (10 students each) are ESL global history content classes for tenth graders that are still at the high beginner, low intermediate ESL level. The two reduced size classes are ESL classes taught by ESL certified teachers. The after school program is designed for students in grades 9, 10, 11 and 12. The Saturday Academy is for 10th, 11th and 12th grade students that are preparing their Regents exams and/or courses. The after school and Saturday Academy classes are led by certified ESL and bilingual teachers. Schedule and duration--the after school program meets three days a week for one hour throughout the school year. The after school program meets on Tuesdays, Wednesdays and Thursdays from 3:00 until 4:00 PM. The program begins in October and ends in June. There are 72 sessions scheduled for the after school program. The after school program selection includes ESL, English, math, science, and social studies classes. Each content area is offered thus providing support for students in grades 9-12. Finally, we have a Saturday Academy that is made available to our students at the end of each semester. The Saturday Academy runs for seven weeks from 9:00 until 12:00. There are three sessions in December and four sessions in May and June. The students are offered two courses each depending on the needs of the individual students. The support classes include ESL, English, math, science, and social studies. The after school and Saturday Academy classes are offered in English, Spanish, and Chinese. The teachers are all certified in their content area. Types of materials--the materials that are used are aligned with the materials that students receive for their regular classes during the school day.

### 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

### Part C: Professional Development

Begin description here: Since 100% of our students are ELLs we provide an in-depth series of professional development workshops that are on-going throughout the school year to all of our teachers and staff members. Our focus for the 2012-2013 school year is the continued school wide implementation of the Sheltered Instruction Observation Protocol (SIOP) Model that specifically addresses the unique academic needs of English Language Learners. Additionally, we will be focusing on the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations (CWIE) for teachers. We will be utilizing the expertise of our math instructional support person from our Network to provide support and job-embedded professional development to our math teachers. We will be utilizing the services of a coach from AUSSIE throughout the school year to support our teachers with the Common Core Learning Standards, the Danielson Framework as well as City Wide Instructional Expectations. Our coaches will be providing job-embedded services on a weekly basis. Our coaches begin their day at 8:00 and continue until 3:45. This extended timeframe allows our coaches to work with our entire faculty at the end of the day. Our supervisory team will provide SIOP Model training and support to all of our teachers throughout the school year. Our supervisory team will provide workshops two Mondays a month over the duration of the school year. The Monday workshops are held after school for approximately one hour. Our math network instructional support person works with math teachers directly in the classroom. Additionally, differentiated professional development services are provided to our teachers.

### 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

Begin description here: To support the needs of our non-English speaking parents/guardians we offer a variety of services. We provide a calendar of activities at the beginning of the school year. The calendar is based on a survey that parents take during the spring term to determine their immediate needs as well as topics they would like to see addressed in workshops during the school year. We then implement monthly forums for our parents/guardians. Our monthly meetings begin in September and continue until June. The meetings generally last for two hours. Workshops will be held on Thursdays from 5:00-7:00 PM. Our rationale for implementing monthly forums is to provide information sessions to our parents/guardians that might not otherwise be available. The following are some of the topics that will be addressed during the 2012-2013 school year: 1) orientation to a new school/city/country; 2) understanding graduation expectations; 3) understanding the grading system along with report cards and transcripts; 4) immigration issues; 5) communicating effectively with your teens and young adult children; 6) staying involved in your teenagers life; 7) college planning; 8) FASFA; 9) assessments and testing requirements; 10) creating a healthy environment in the home for family success in school; and 11) understanding which social services are available and how to access those services. The workshops are scheduled for Translators are available at our parent meetings. Our parents/guardians are notified by letters that are translated and backpacked home as well as sent by mail. In addition, we notify parents by telephone through their native language.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		