



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: LONG ISLAND CITY HS

DBN: 30Q450

PRINCIPAL: VIVIAN P. SELENIKAS

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SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Vivian P. Selenikas	*Principal	On file
Kenneth Achiron	*UFT Chapter Leader	On file
Anita O'Brien	*PA/PTA President	On file
Tracey Brown	DC 37 Representative	On file
Kimberline Reyes	Student Representative	On file
Tiffany Khan	Student Representative	On file
John Garvey	Teacher	On file
Peter Muhlbach	Teacher	On file
Mary Anne Guzman	Parent	On file
Barbara Loupakis	Parent	On file
Nicole Lucin	Parent	On file
Bushra Pereira	Parent	On file

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

QR Recommendation

Plan for yearlong professional development with long-term impact tightly aligned to school-wide goals that ensures improved teacher practice and student outcomes. (2010-11 Quality review, page 4.)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 2.2 School leader's vision

 X 2.4 School leader's use of resources

 X 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By August 2013, the four year graduation rate of Cohort O will be 70%, an increase of 13.9%

Instructional strategies/activities

- Teachers, counselors, and administrators are participating in the "Adopt 5" school wide initiative through Smaller Learning Communities and are providing students in cohort "O" with the necessary support and encouragement to succeed in their classes. Staff members participating in the Adopt 5 initiative will meet weekly with students who are off track for graduation due to credit accumulation deficits, and provide them with the following opportunities: extended day courses, online blended courses, catch-up work, physical education boot camp, and specially designed semester-based courses. Students in cohort "O" that are off track for graduation due to Regents exam deficits are provided with specific concepts in the academic area and the literacy skills required for success on the exam(s).
- Teachers will increase classroom numbers and student participation in Advanced Placement courses, particularly in English and in Social Studies, to increase literacy across the curriculum and rigor in classroom instruction.
- Additional courses were instituted in Social Studies and the Sciences to advance student participation in rigorous course work, with the objective of increasing the number of students attaining Advanced Regents Diplomas. In order to support professional development for teachers to focus on the writing initiative needed to access these areas of rigor, professional development is being provided by the NYCLWP, SIOP and the LDC.
- Teachers provide students tutoring daily in the content areas in the SLC hubs, after-school, and during Saturday Academy. Assistant Principals are supervising these extended learning time programs, with the lens of determining the impact of the programs on student progress. Advanced Placement extended time, Robotics and Latin class instruction are provided through this extended learning time model, in order to provide students with opportunities to enhance their scholarship for college and career readiness.
- All guidance counselors are conducting lessons on graduation requirements to all students through classroom visits during the Fall Term. Students will learn how to read a transcript and monitor their own academic progress toward meeting graduation requirements.

- Inquiry work is focused on increasing literacy skills across the curricula. The work is carried out through our Small Learning Communities (SLCs) by faculty on a daily basis during common planning time. Teacher teams identify struggling students, gather data through pre & post assessments, design strategies to address the literacy needs of the targeted groups, and perform ongoing assessment of strategies.
- Ongoing professional development is provided to faculty members every Wednesday by Assistant Principals, a retired Math Coach providing professional development for 28 math teachers once a week, and other Instructional Coaches of the content areas. All teachers receive targeted professional development on topics that include differentiated instructional strategies and techniques, rigor, higher order questioning, student engagement, literacy, and curriculum revision and mapping, based on Common Core State Standards in all academic classes. Targeted staff attended summer institutes for professional development, provided by HSTW and NAF. Funds are used to allow teachers to be trained in new testing and assessment protocols, as required by NYSED. Service providers include school leadership, the teacher center, Coaches, HSTW, ISA consultant in the areas of distributive guidance and Literacy, and network support.
- Small Learning Community teams, the Cabinet, guidance counselors, and content area teachers review school data on a weekly, monthly, and marking period basis to monitor student achievement, especially for Cohort "O". Data is drawn from a variety of sources, including the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, marking period scholarship reports, periodic assessments, Regents, NYSESLAT, current Regents statistics, and monthly attendance reports. Ongoing collaborative discussions take place within the SLC and departments on methods of improving students' performance, attendance, and scholarship.

PF Allocation: Supporting Great Teachers

Target Population: All students

F-Status: Math coach \$12,272: *Supporting professional development for 28 teachers in the math department once a week.*

OTPS: Curriculum and Staff Development HSTW Summer Conference \$13,200: Professional development for 1 Principal, 1 AP, 4 teachers on the implementation of SLCs. Including visits to 3 Atlanta high school.

OPTS: Curriculum and Staff Development \$24,000: Sheltered Instruction Observation Protocol (SIOP) – Professional Development for ESL and bilingual teachers focused on language objectives and content objectives.

PF Allocation: Common Core

Target Population: All students

OTPS: Curriculum and Staff Development, ISA \$90,918: Coaching for 98 days for English and Social Studies teachers related to argumentative writing

PF Allocation: College and Career Readiness

Target Population: 1886 students (10th, 11th, 12th graders)

Teacher per session: 23 teachers, 10 4-hour sessions (920 total hours) @ \$41.98 per hr. w/o fringe: Daily tutoring for students taking Advanced Placement exams

Teacher per session: 7 teachers, 25 5-hour sessions (875 total hours) @ \$41.98 w/o fringe: Saturday tutoring for students taking

Advanced Placement exams

Supervisor per session: 2 supervisors 14 5-hour session (140 total hours) @ \$43.94 per hr. w/o fringe: Supervision of Saturday Program - 5 session in fall/9 sessions in spring.

PF Allocation: Expanded Learning

Target Population: 25 students

Teacher per session: 1 teacher, 40 1-hour sessions @ \$41.98 per hr.: Regents Prep, Third-year Latin class.

PF Allocation: CTE

Target Population: 20 students

Teacher per session: 2 teachers, 25 5-hour sessions (250 total hours) @ \$41.98 per hr.: Preparation for Robotics team competition.

PF Allocation: AIS

Target Population: all students

Teacher per session: 10 teacher, 14 4-hour sessions (560 total hours) @ \$41.98 per hr.: Saturday Academy supporting regents prep and RCT. (5 in Fall and 9 in Spring)

Supervisor per session: 1 supervisor 14 4-hour sessions (56 total hours) @ \$43.94 per hr.: Supervision of Saturday Academy

PF Allocation: NYS Standards

Target Population: 1872 students

Prep period coverage: \$14,768 (200 hours): Proctoring for NYSESLAT and Advance Placement exam

Budget and resource alignment

✓ Indicate your school's Title I status: X 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.

Other-describe here:

Smaller Learning Communities Extension
38559

X Tax Levy Title IA Title IIA X Title III Set Aside X Grants X TL Transitional Relief for SIG HS

Service and program coordination

Conceptual consolidation and funding sources have been aligned to fund 6 Behavioral Support teachers, 5 Lead teachers, a Math Coach, an Assistant Principal of Science, 3 Social Workers, an additional Parent Coordinator, and a Coordinator of Blended Learning Courses. The funding sources support tutoring, targeted intervention classes, semester-based courses, online blended learning courses and extended day courses. Additionally, funding sources have been aligned to support daily common planning time and weekly professional development.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

QR Recommendation

Ensure consistent improvement of instructional practice through explicit feedback by school leaders with clear next steps that result in advances aligned to school-wide goals. (2010-11 Quality review, page 5.)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, the all student group in Cohort O will increase by 5% the passing rates on the English, Integrated Algebra, and Global Regents, as measured by a score of 65% or higher, over that of Cohort N.

Instructional strategies/activities

- Guidance staff will properly program students for all Regents exams necessary to meet graduation requirements and promote Regents tutoring opportunities through tutoring in SLC hubs daily, after-school, and Saturday Academy. Students receive intensive Regents preparation for the January and June Regents administrations through content area classes, in-school and after-school tutoring, Saturday Academy, Extended Day and AVID program. Modules have been created on Castle Learning for teachers to use in their classroom to support Regent’s review.
- Ongoing professional development provided by assistant principals, lead teachers and coaches to help teachers revise curriculum to incorporate Common Core State Standards and Citywide Instructional Expectations to increase students’ literacy and writing skills across the content areas. Students are encouraged to read independently to develop vocabulary and reading comprehension skills. The cabinet conducts ongoing Instructional Walkthroughs and classroom observations to support teachers’ differentiation of instruction and increase rigor in all academic areas.
- Teachers share instructional strategies during common planning time to increase inter-disciplinary connections, also increase non-fiction reading and writing to address College and Career Readiness. CCLS aligned inter-disciplinary units are developed with the support of school leadership, the Teacher Center, HSTW, ISA and consultants and network support.
- Teachers of ESL are engaged in leveled instruction for language acquisition by CCLS grade bands in order to allow students to participate in rigorous literacy work, as do their English proficient peers.
- The data is closely monitored for cohort “O”. The cabinet reviews Marking Period Scholarship reports and conducts data analysis with the teachers. Teacher teams identify struggling students, gather data through pre and post assessments, design strategies to address the literacy needs of the targeted groups, and perform ongoing assessment of strategies. Weekly meetings with the “Adopt Five” students to monitor weekly goals and progress. Monitoring students’ attendance to multiple tutoring opportunities. Educational

paraprofessionals are included to support the participation of our students with IEPs.

PF Allocation: AIS

Target Population: All students

Ed Para Bulk: 1 educational paraprofessional 25 4-hour sessions @ \$26.27 per hr.: To support students with IEPs in the Saturday Academy classes

Teacher per session: 10 teacher, 14 4-hour sessions (560 total hours) @ \$41.98 per hr.: Saturday Academy tutoring across content areas.

Supervisor per session: 1 supervisor 7 4-hour sessions (30 total hours) @ \$43.94 per hr. Supervision of Saturday Academy classes.

OTPS: Castle Learning software \$7,000 To support enrichment and regents preparation in Social Studies

Budget and resource alignment

✓ Indicate your school's Title I status: X 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.

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Service and program coordination

Conceptual consolidation and funding sources have been aligned to fund 6 Behavioral Support teachers, 5 Lead teachers, a Math Coach, an Assistant Principal of Science, 3 Social Workers, an additional Parent Coordinator, and a Coordinator of Blended Learning Courses. The funding sources support tutoring, targeted intervention classes, semester based courses, online blended learning courses and extended day courses. Additionally, funding sources have been aligned to support daily common planning time and weekly professional development.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

QR Recommendation

Enhance differentiated approaches to learning so that all lessons are meaningful, interesting, and sufficiently challenge students leading to achievement gains. (2010-11 Quality review, page 5.)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 70% of the students in the school in the lowest third will earn 10+ credits in their third year, an increase of 13.4%.

Instructional strategies/activities

- Academic and social/emotional support for third year students performing in the Lowest Third citywide will be provided by all school staff and St. John's University Gear-Up program. Special events, such as award ceremonies, celebrate all most-improved students.
- Departmental and SLC Inquiry teams identify at-risk students and track progress for Regents-readiness and credits. Diagnostics, mid-term and mid-year assessments, are administered and students needing additional academic support identified. Support is provided through content area classes, SLC and after- school tutoring, Saturday tutoring academy, extended day and the AVID program. They design instructional strategies that address students' needs and support credit accumulation.
- The school identified the need to support our young men of color in accessing interesting and challenging opportunities. Therefore, we created a Young Men's Empowerment Initiative, spearheaded by the AP/PPS, AP/CTE, a social worker and a Technology Teacher to enhance the participation of young men of color in both extra and co-curricular initiatives.
- Teacher and administrative teams develop and implement Common Core instructional units that include multiple points of assessment, review, and application of the content to increase students' literacy and writing skills across all areas. Teachers share instructional strategies during common planning to increase inter-disciplinary connections.
- Students in the Lowest Third receive intensive Regents preparation for the January and June Regents' administrations through content area classes, during and after school tutoring, Saturday tutoring academy, Extended Day, Gear-Up, AVID program, and APEX and Blended Learning. Modules have been created on Castle Learning for teachers to use in their classroom to support Regents' review.
- Ongoing instructional walkthroughs and classroom observations support teachers to differentiate instruction and increase rigor in

all academic areas. Pre and post observation conferences, as well as professional development through departmental meetings, will increase familiarity with the Framework for Teaching and allow for interactive discussions regarding implementation processes.

- ISS and ESL teachers work very closely with content area teachers to differentiate instruction for ISS and ESL students. Teachers plan daily during common planning time with Lead Teachers and coaches.
- All staff members engage in collaborative discussions to improve performance, attendance, and scholarship for students in the lowest third. Lowest third data is drawn from a variety of sources, including the Progress Report, the School Report Card, the Graduation Tracker, ATS reports, Marking Period Scholarship Reports, periodic assessments, Regents, NYSESLAT training, and current Regents statistics, and monthly attendance reports.

PF Allocation: CTE

Target Population: 40 students

Teacher per session, 4 teachers 25 5-hour sessions (500 hours total) @ \$41.98 per hr.: Young Men’s Empowerment Initiative for young men of color focus on career development, social/emotional needs

PF Allocation: AIS

Target Population: all students

Teacher per session: 10 teachers, 14 4-hour sessions (560 total hours) @ \$41.98 per hr.: Saturday Academy tutoring across content areas (5 session in fall, 9 session in spring)

Supervisor per session: 1 supervisor 6 4-hour sessions (24 total hours) @ \$43.94 per hr.: Supervision of Saturday Academy

OTPS: classroom resources \$34,125: Materials for CTE programs including computers, microphones, regents prep books, scantrons, art supplies, regents workbooks

PF Allocation: NYS Standards

Target Population: Lowest third

OTPS: graphing calculators \$16,057 to support student achievement in math across all grades

Prep Period Coverage: 150 : For teachers to attend in-house professional development sessions

Budget and resource alignment

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

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Service and program coordination

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GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

QR Recommendation

Enhance differentiated approaches to learning so that all lessons are meaningful, interesting, and sufficiently challenge students leading to achievement gains. (2010-11 Quality review, page 5.)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 5.2 Systems and partnerships

X 5.4 Safety

X 5.3 Vision for social and emotional developmental health

X 5.5 Use of data and student needs

Annual Goal #4

By June 2013, school attendance rate will be 85%, an increase of 6%.

Instructional strategies/activities

- Analysis of PAR and attendance reports monthly by the school wide attendance committee, looking at grade and by subject classes monthly to determine trends in order to plan for increased incentives.
- School-wide use of Daedalus to communicate with staff members, students and parents/guardians regarding student progress. School messenger telephone reports indicating the number of phone call made and inaccurate numbers provided to Attendance Committee, SLC Directors and Lead Teachers and PPT monthly.
- Increase of parental involvement as evidenced in sign-up sheets and parent meetings with SLC staff. Addition of a second parent coordinator to increase parental involvement and notification of student attendance.
- Ongoing monitoring and intervention of attendance rates by attendance teachers, guidance counselors and social workers. Social workers daily meet with truant students and provide at-risk counseling. Guidance staff provides intervention daily in SLC common planning time to students exhibiting attendance patterns that may lead to potential truancy. Assistant Principals supervise and track the progress of students involved in these extra and co-curricular programs.
- Conduct monthly attendance meetings of guidance counselors, attendance teachers, social workers and AP PPS to streamline and discuss the issues of attendance collecting and improvement.
- Attendance reward initiatives include school-wide recognition at after school and weekend awards ceremonies and SLC special events where students receive rewards. College Advisors will increase the number of college visits and trips to promote post-secondary planning and increase attendance of potential graduates. Increase the number of student events and clubs promoted by student leaders and club advisors to increase in-school and after-school student attendance.
- Increased attendance in subject classes will be reviewed by Instructional Cabinet as indicated in observation reports and ATS reports. SLC

teams consisting of guidance counselors, social workers, deans, behavioral support teachers and content area teachers work collaboratively to provide targeted interventions to students by conducting regular and frequent outreach to parents, including phone calls, letters, emails, home visits and school meetings with families. Departments will increase outreach for make-up classes and catch-up work assignments. Progress Reports are provided to students at risk of failing at least two weeks prior to end of marking period. SLC newsletters highlight student improvement in attendance with specific mention of student accomplishments.

PF Allocation: Positive Behavior

Target Population: All students

Teacher per session: 14 teachers, 25 2-hour sessions (700 total hours) @ \$41.98 per hr.: Award ceremonies, incentives, financial aid night, college night, guest speaker presentations.

Supervisor per session: 2 supervisors, 24 2-hour sessions (96 total hours) @ \$43.94 for supervision of after school events and post-secondary readiness events

Budget and resource alignment

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

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Service and program coordination

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GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

QR Recommendation

Enhance systems for measuring the effectiveness of teacher teams and capacity building to ensure that modifications are made in a timely fashion and leverage improvement in student achievement. (2010-11 Quality review, page 5.)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

By June 2013, there will be improvement in the School Environment by 3 points as measured by the School Environment Survey for 2012-13 school year.

Strategies to increase parental involvement and engagement

- An analysis of the 2011-2012 Learning Environment Survey is discussed with SLT, Lead Teachers and teacher teams to strategize improvements. Teams of teachers and Assistant Principals create, implement and evaluate for impact each of the individual programs listed in this plan. School events throughout the year, including Spirit Days, SLC celebrations, and student performance recognition ceremonies, SING Production, Winter Concerts and Art Exhibitions, will promote a welcoming and united environment for all students and faculty members.
- The establishment of Smaller Learning Community Hubs provide an environment where students, teachers, counselors, administrators and parents meet to discuss learning opportunities, progress, catch up work assignments, extra-curricular activities, community service and student activities.
- Behavioral Support Teams provide intervention daily for students at risk due to attendance or behavior through parental contact, student meetings and peer-mediation. Social Workers provide a second level of intervention daily for students exhibiting at risk behaviors.
- The establishment of LIC Core Values reinforces school identity throughout the building and sets expectations for LIC students throughout the SLCs. Student leaders decorate halls with themes that promote peace and unity. Student leaders promote positive behaviors and school spirit through classroom presentations and parent workshops.
- Increase parental involvement by the production of SLC monthly newsletters that profile student accomplishments as well as inform parents and guardians of school events. Parent workshops on bullying, financial aid, and college application requirements, offer a forum for parents to be active members of the school community. Mid-year and end-of-year Awards Nights for students celebrate student achievement in the honor roll, perfect attendance, and subject area achievements.

- Student government and student leaders are representative of the entire student body and smaller learning communities.
- Evaluate progress by the distribution and analysis of a school-created learning environment survey completed by students through English classes; environmental walkthroughs conducted by administration and Network support staff; ongoing feedback sessions from parents, students and teachers to administrative staff; Building Committee Meetings and Safety Committee Meetings will analyze trends in environmental factors that affect student life; Periodic Assessment in SLC Inquiry Teams and Baseline Assessments in SLC Inquiry Teams.

PF Allocation: Positive Behavior

Target Population: All students

Teacher per session: 25 teachers, 20 2-hour sessions (1000 total hours) @ \$41.98 per hr. SLC celebrations, parent workshops focusing on bullying, and parental engagement art exhibitions, SING, winter concert, attended by students, teachers, parents, and community

Supervisor per session: 3 supervisors, 20 2-hour session (120 total hours) @ 43.94 per hr. for supervision of above after school events.

Budget and resource 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.

Other-describe here:
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Service and program coordination

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ACADEMIC INTERVENTION SERVICES (AIS)

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	Extended Day Saturday Academy SLC Tutoring in ELA	Classroom Small Group	After school day Saturdays During School day
Mathematics	Extended Day AIS Math Class Saturday Academy SLC Tutoring in Math	Classroom Small Group	After school day Saturdays During School day
Science	Extended Day Make-up Labs Saturday Academy SLC Tutoring in Science	Classroom Small group	After school day Saturdays During school day
Social Studies	Extended Day Saturday Academy SLC Tutoring in Social Studies Global AIS Class US History AIS Class	Classroom Instruction Small group	After school day Saturdays During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Achieve Now Blended Learning Group Counseling	Classroom Instruction Apex on-line SLC small groups	During school day Before/after school day

HIGHLY QUALIFIED TEACHERS (HQT)

Prior to hiring candidates, their credentials are verified by our Network's Human Resources Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-qualified teachers to our school include:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers to ensure continued improvement.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network HR Director for guidance to ensure that the non-HQT teacher will meet all required documentation and assessment deadlines. This may include some form of counseling, including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain two Parent Coordinators to serve as a liaison between the school and families. The Parent Coordinators will provide parent workshops based on the assessed needs of the parents of children who

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinators will also maintain a log of events and activities planned for parents each month and file a report with the central office. Two Parent Coordinators will collaborate to expand parental access to Long Island City High School;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- offer an Advanced Placement Interest Fair for parents and their 10th grade students entering AP classes;
- hold an SLC Selection Fair in March, 2013.

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

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

SCHOOL-PARENT COMPACT

Long Island City High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- provide updated address, telephone numbers, and other contact information to the school;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- ensure my child's attendance at Freshmen Summer Boot Camp for all incoming 9th grade students.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- attend Freshmen Summer Boot Camp for all incoming 9th grade students.

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
2012-13**

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 Nancy Di Maggio	District 30	Borough Queens	School Number 450
School Name Long Island City High School			

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

Principal Vivian Selenikas	Assistant Principal Ronny E. Rodriguez
Coach Leonore Smith/ESL Lead Teacher	Coach Halina Miltakis/Lead Teacher
ESL Teacher Guoping Wang/LAB BASIS	Guidance Counselor Yesenia Femin
Teacher/Subject Area Margie Schikman/AP SS	Parent Anita O'Brien/ PTA President
Teacher/Subject Area Maria Rodríguez/AP Science	Parent Coordinator Crisa Ignatiadis/Michell Perez
Related Service Provider Leonard Brief/AP ISS	Other
Network Leader Nancy Di Maggio	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	11	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	13
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	3026	Total Number of ELLs	446	ELLs as share of total student population (%)	14.74%
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Part II: ELL Identification Process

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

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

1. When the parents of first-time admits come into the school to register their child, the pupils accounting secretary, Calo Downing, alerts the LAB/BESIS coordinator that a Home Language Survey (HLIS) must be completed. The LAB/BESIS coordinator, Guoping Wang, a certified ESL teacher, conducts the process of administering the HLIS in the parent's preferred language. As per the DOE Assessment Memorandum #2, 2012-2013, eligibility for the LAB-R is determined by the responses to the HLIS survey and an informal interview. Ms. Wang conducts the informal interview based on the parent's responses to the HLIS questions. As a result of this interview, Ms. Wang determines if the student is eligible for LAB-R testing and in addition, if it is appropriate to administer the SIFE oral interview. Then, she completes the school staff related sections of that document and signs it. The LAB-R is administered to students with a home language other than English within the first ten days of initial enrollment. In addition, if the home language is Spanish, the student also takes the Spanish LAB exam. The Spanish LAB listening section and the instructions for the writing part of the test have been recorded on a CD by licensed Spanish teacher, Myrian Agudelo. The LAB/BESIS coordinator plays the recording for students as they take the Spanish LAB. Both the Spanish LAB and LAB-R are hand scored and these scores are kept on file. Since September 7, 2012, if the student is entitled to services, the parent is given an orientation session immediately after the LAB-R is hand scored. As part of the orientation, he or she watches the informational video in his or her preferred language and receives the Guide for Parents of English Language Learners, also in his or her preferred language. Because of low response rate to the invitation via direct mail and backpacked letters in their preferred languages to attend afternoon and evening orientation sessions prior to September 7, 2012, we have modified the system to provide parents with same-day orientations. As part of the orientation, the LAB/BESIS coordinator answers questions about the different programs available in English and Mandarin. If the parents require interpretation into another language, the following school staff members support Ms. Wang: Arabic (Riham Gendy, paraprofessional), Bengali (Selina Manick, paraprofessional), Hindi (Ms. Shah, math teacher), French (Veronica Nigai, school aide), Spanish (Ms. Perez, bilingual parent coordinator; Lucia Prete, school secretary; Nidia Cedillo, paraprofessional), Urdu (Raj Chadha, paraprofessional). These staff members interpret for Ms. Wang who is responsible for the content of the conversation. In the event we do not have a staff member that speaks the language of a parent, the DOE's interpretation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. As part of the orientation, Ms. Wang informs parents of their rights and responsibilities as parents of ELLs. Finally, the parent completes the Parent Survey and Program Selection Form and receives a letter of entitlement and a letter of placement. Identification and testing happen on the day that the student registers; therefore, all students are identified and tested within ten days. As mentioned above, parents are strongly encouraged to stay for the New Parent

Orientation session the same day. However, parents who are not available to stay are invited to an orientation session on a later date via direct mail. Students are also given copies of the invitations to bring home to their parents. These invitations are in the family's home language. Every spring, the NYSESLAT exam is administered to all ELLs at LICHS. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and dates by both phone master and written communication (via direct mail). Both the phone master and the letters are in the parents' home languages. ESL teachers are responsible for administering the speaking test to their own students and for alerting the ESL office if a student has not been tested during the first two weeks of the testing period. The other three sections of the exam, Listening, Reading, and Writing, are administered by the ESL teacher in the ESL classroom. School-wide make-up tests are conducted by licensed ESL teachers for students who missed the classroom administration of these sections. In 2011-2012, 86.7% of our ELLs completed all four sections of the NYSESLAT.

2. As mentioned before, Parents view the informational video, are given the Guide for Parents of English Language Learners, and have additional information provided to them by the LAB/BESIS coordinator as requested. Out of the 48 students who have been identified as entitled during this school year, 31 parents selected Freestanding ESL and 16 parents selected TBE. All sixteen of these students have Spanish as their home language and can be accommodated in the school's existing Spanish-language TBE program. One guardian selected Chinese Dual Language program as her first choice and Chinese Bilingual program as her second choice. She was informed that depending on the school's population, we could open a Chinese Dual Language program or a Chinese TBE program if we had twenty or more Chinese speaking students on the same grade level and that she had the right to transfer her child to another school if she wanted a Chinese DL or Chinese TBE program. She opted to have her child attend a school with that offers a Chinese DL program or Chinese BTE program. The LAB/BESIS coordinator, Guoping Wang, assisted the guardian by contacting the ELL Program Transfers office and located three schools for the student. After the unsuccessfully trying, the guardian decided to keep her child at LICHS in the Freestanding ESL program.

3. Since we hold the Parent Orientation on the same day as student testing, the LAB/BESIS coordinator, Guoping Wang, gives the entitlement letter to parents by hand the same day as the hand scoring of the LAB-R exam. Ms. Wang also collects the Parent Survey and Program Selection Form that same day. She then generates the placement letter and gives it to the parents by hand. All of the students identified as entitled this year have returned the Program Selection Form. If a student in the Spanish TBE does not have a Program Selection Form on file, the school understands that the default program is TBE.

4. Once a student is identified as an ELL, parents receive information about program options for their child. The LAB/BESIS coordinator, Ms. Wang, makes sure that a trained staff member communicates with the parents in their preferred language (see list of staff members and their certifications in our response to question 1). In the event we do not have a staff member that speaks the language of parents, the DOE's interpretation hotline is a resource we would make available to ensure parents make an informed decision about program options in the language they fully understand. Parents are always informed that they have the right to choose any of the three program options regardless of whether or not it is currently being offered at LICHS. Parents who choose Free-standing ESL or a Spanish TBE program as the program for their child, are accommodated immediately. Parents who request DL or TBE in a language other than Spanish, are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the New York City which offers the program they have selected. So far, in the 2012-2013 school year, all parents of new admits have selected to remain at LICHS. After the Parent Selection form is completed, Ms. Wang generates the placement letter in the parent's preferred language and delivers it by hand.

5. After reviewing the Parent Survey and Program Selection forms for the last four academic years, we have found that more than half of the parents have been selecting Freestanding ESL and less than a half have selected TBE. In 2012-13, out of the 48 over-the-counter students we have admitted to date, 31 of them have selected ESL and 16 of them have selected TBE, and one of them has selected DL. In 2011-2012, out of the 33 over-the-counter admits, 25 chose ESL and 8 chose TBE. In 2009-2010 out of the 78 over-the-counter admits, 51 chose ESL and 27 chose TBE. In 2008-2009 there were 87 over-the-counter admits, 52 who chose ESL and 35 who chose TBE.

6. The program models offered at our school are fully aligned with parent requests. Currently we offer a TBE program in Spanish. For parents who request TBE or DL programs in a home language other than Spanish, we inform them that they have the right to transfer their child to a school that offers the program they selected. If they decide to keep their child with us, we maintain their program selection on file and each year check the program selection requests for each home language at each grade level. In the 2012-2013

school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program. In order to build alignment between parent choice and program offerings, we use an Excel file to monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we have a group of twenty or more speakers of the same language at the same grade level. For example, we currently have 34 Arabic-speakers in the school, but only twelve of them are in the 9th grade, thus we do not have the number of students necessary to offer a TBE program in Arabic. In the 2012-2013 school year, all parents who selected TBE programs in languages we do not offer, or DL in any language, elected to keep their children at LICHS in the freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	2	2	3	7
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	5	5	18
Push-In										1	3	1	0	5
Total	0	0	0	0	0	0	0	0	0	5	9	8	8	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	446	Newcomers (ELLs receiving service 0-3 years)	242	Special Education	116
SIFE	48	ELLs receiving service 4-6 years	101	Long-Term (completed 6 years)	103

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

ELLs by Subgroups		
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	Total
TBE	57	7	0	13	5	0	8	1	4	78
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	185	14	10	88	19	44	95	2	58	368
Total	242	21	10	101	24	44	103	3	62	446

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										13	22	14	29	78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	13	22	14	29	78								

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										77	54	29	45	205
Chinese										9	3	9	4	25
Russian										0	0	0	0	0
Bengali										14	9	14	18	55
Urdu										1	2	2	6	11
Arabic										8	12	5	9	34
Haitian										0	0	0	0	0
French										0	1	0	0	1
Korean										0	0	0	0	0
Punjabi										0	1	1	1	3
Polish										0	1	0	1	2
Albanian										0	1	3	1	5
Other										7	2	8	10	27
TOTAL	0	116	86	71	95	368								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. ESL classes are self-contained and students are programmed for them by both proficiency level (Beginner, Intermediate, and Advanced) and cohort level (according to the two common core standards grade bands 9th-10th and 11th- 12th). ESL is its own department, with eleven teachers and an assistant principal who oversees all of the school's ESL students. LICHS also offers a double period Beginner SIFE class and a double period Intermediate SIFE class. In addition to the self-contained ESL classes and the SIFE classes offered, three ESL teachers push-in to content area classes for ELLs. Alma Siljkovic and Arlene Ritter (licensed ESL teachers) are working with Mr. Pena (Social Studies teacher). Cindy Peng and Arlene Ritter (licensed ELA teachers) are working with Ms. Oviedo (Earth Science teacher). Ronny E. Rodriguez (Assistant Principal of ESL) is working with Ms. Garcia (Social Studies teacher). This work includes both common planning time and co-teaching and is done in sheltered-English courses as well as bilingual courses.

1b. Students are programmed for ESL classes by proficiency level and by cohort. In order to align instruction with the common core standards and to ensure college and career readiness for all our ELLs, students are programmed for ESL classes according to their level of English proficiency and according to cohort into one of the two common core standards grade band levels, 9th-10th or 11th-12th. For example, we offer the Beginner 9th–10th courses (ESN11Q1A), the Intermediate 9th–10th courses (ESN11Q1B), the Advanced 9th–10th courses (ESN11Q3A); the Beginner 11th-12th course (ESN11Q1B), the Intermediate 11th-12th courses (ESN11Q2B), and the Advanced 11th-12th courses (ENS11Q3B and ESN11Q4C). We also offer a self-contained Intermediate ESL class (ESN11Q2B) and ICT Beginner, Intermediate, and Advanced ESL classes. We have three licensed special education teachers (Ms. Gozzi, Ms. Ochoa, and Mr. Mackenzie) who team-teach in one of the double or tripple period ESL classes. In addition, we offer a Beginner SIFE class and an Intermediate SIFE class. However, students are always programmed to meet compliance in terms of the number of minutes of ESL instruction per week. For the TBE classes, students are mixed heterogeneously in terms of English proficiency. For example, the bilingual US history class (HUN11QF) is composed of all students whose home language is Spanish but may include students with beginning, intermediate and advanced English proficiencies.

2a. At LICHS we ensure that all ELLs receive more than the minimum mandated minutes of instruction in ESL according to CR Part 154. All Beginner ELLs at LICHS receive a total of 675 minutes of ESL instruction weekly through a triple period class. In addition, several of these students also receive push-in instruction in Global Studies, US History, or Earth Science classes. All Intermediate ELLs receive 450 minutes of ESL instruction per week in the form of a double-period class. In addition, several Beginner and Intermediate ELLs also receive push-in instruction by a licensed ESL teacher in their Global Studies, US History, or Earth Science classes. All Advanced ELLs are programmed for a double period class that combines the mandated periods of ESL (225 minutes) and ELA (225 minutes) instruction, taught by a dually-licensed (ESL & ELA) teacher. In the Spanish TBE program, students are scheduled for a single period class of Spanish

A. Programming and Scheduling Information

Native Language Arts (NLA) every day, totaling 225 minutes per week.

3. Beginner and Intermediate, Advanced students, and former ELLs still eligible for support who request it, receive sheltered ESL content area classes in math, science and social studies. In the Spanish TBE program, students receive their math, science and social studies classes in a Spanish/English bilingual model. In these TBE classes, the students' proficiency abilities determine the percentage of instruction in each language and therefore a good deal of differentiation is employed. In both programs, teachers have training in QTEL and SIOP, support from lead teachers, and access to text books and other materials such as bilingual libraries on a variety of levels to facilitate differentiation. In addition, ESL classes include instruction designed to improve achievement in the content areas. For example, the use of the Milestones textbook in ESL classes gives ESL teachers the opportunity to teach and reinforce non-fiction and content area reading and writing strategies. This year, the Common Core Learning Standards aligned instructional units will require students to ground reading, writing, and argumentation in evidence from texts in ESL, Social Studies, and Science classes.

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

5a. SIFE students are served by the school's Freestanding ESL and TBE programs and receive additional services through the Office of English Language Learners (OELL) SIFE-Long Term ELL grant. These services include SIFE Labs and/or LTE Labs twice a week, peer-tutoring, Saturday Academy, afterschool NLA and ESL support, and cultural excursions. In addition, LICHS offers a triple period Beginner SIFE class and a double period Intermediate SIFE class where students receive instruction to accelerate academic skills as well as English language acquisition. Teachers of SIFE students are supported by providing them with intensive professional development and materials specifically designed for this ELL subgroup. Teachers of SIFE ELLs receive training on the RIGOR program and how to integrate the use of iPads in SIFE classrooms. Instructional tutoring is available to all students during SLC tutoring periods and SIFE students frequently make use of this service.

5b. Newcomers present a particular challenge at the high school level because while these students need to learn communicative English and basic vocabulary, at the same time they need to be doing grade level work in their content area classes in order to stay on track for graduation. To meet this challenge we infuse the ESL class with content strategies while at the same time providing multiple scaffolds and supports in the content classes. Teachers of ELLs receive ongoing professional development on ESL strategies from Institute for Students Achievement (ISA), High Schools that Work (HTW), Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals.

5c. While 164 students in our total ELL population are proficient in listening and speaking, only 5 of them are proficient in reading and writing. This points to the need for explicit instruction around reading and writing strategies. In the last two years, we have been implementing Read2Write text-coding, MEAL paragraph (Main Idea, Evidence, Analysis, Link) and joining the Social Studies department in implementing the IPAD (Identify Purpose, Annotate and Draw conclusions) reading strategy. This year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in reading and writing. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for 4-6 years.

5d. Since the most common reason for students to be in the long term ELL category is that they are not reading and writing on grade level in English, we have decided to continue the use of three specific literary strategies for this academic school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and IPAD (identify Purpose, Annotate and Draw conclusions). This year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. In addition, Teachers of Long Term ELLs will receive 21 hours of professional development on the English 3D program from Scholastic. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy for our ELLs receiving services for more than 6 years.

A. Programming and Scheduling Information

6. All teachers of ELLs including ISS-ELLs, receive intensive professional development on ESL strategies on how to address the needs of this at risk student subgroup via training from ISA, HTW, Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL, ISS and content area Assistant Principals. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELL-SWDs include the Milestones series, English 3D program, RIGOR program, classroom libraries, iPads, netbooks, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (English 3D and RIGOR) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad.

7. At LICHS ELL-SWDs are served in the least restrictive environment. This year we have all of our ELL-SWDs in team-taught (ICT) ESL classes. Students' individualized educational plans (IEPs) govern programming and students are mainstreamed for all classes not specifically specified to be ICT or SC in their IEPs. For most students, but not all, this means that they take their core classes, math, science, social studies, and ESL/ELA in a supported model and are mainstreamed for native and/or foreign language and electives. However, there are exceptions based on IEP specifications. For example, certain ELL-SWDs required adaptive Physical Education classes while other students are mainstreamed.

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

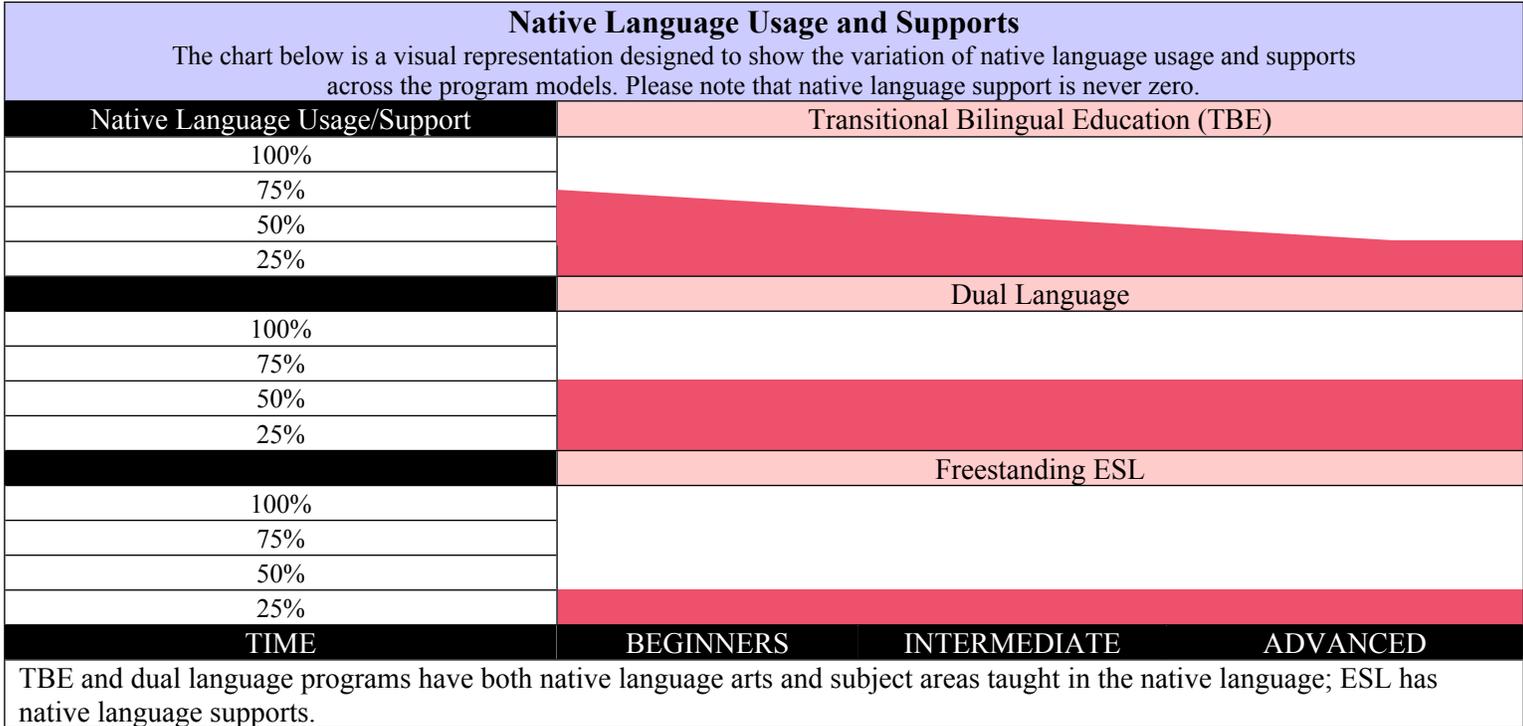
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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



B. Programming and Scheduling Information--Continued

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

8. As mentioned previously, we have both Spanish TBE and sheltered English content courses available to ELLs. Our goal is to move every ELL towards graduation and college-readiness so the interventions and targeted teaching strategies vary from class to class as appropriate. We offer academic intervention services after school for ELLs that need to pass the Algebra, Global Studies, and US History Regents. This targeted AIS is possible thanks to our partnership with St. John's University's Gear-Up program. Students who participate in this program get intense preparation for the above mentioned Regents examinations from LICHS's licensed teachers and receive Push-in support from St. John's University bilingual TAs. This year LICHS will offer the Title III Saturday Academy from November to June. ELLs will receive instruction focused on Regents preparation and college and career readiness by creating a welcoming environment that intentionally uses instructional techniques proven to work with ELLs and integration of technology in a wide variety of classes: Beginner ESL, Intermediate ESL, Advanced ESL/ELA, Algebra, Geometry, Global Studies, US History, Living Environment, and Earth Science. LICHS will also provide ELLs the opportunity to participate in a Spring Break Intense Vacation Academy where students will receive instruction in ELA, Algebra, Global Studies, US History, and Living Environment during four days, four hours each day. This academy will provide students with strategically planned skills based lessons in preparation for the June Regents examinations. LICHS will provide additional targeted intervention to SIFE and Long Term ELLs via the OELL SIFE-LTE grant. We will provide students the opportunity to take a NLA playwriting class in partnership with Repertorio Español Theater. The class will culminate in the production of at least two plays to be performed at Repertorio Español Theater. The plays will be in Spanish and English. Parents of our students will be invited to the performances. The class will meet after school, four hours per week during the spring. In addition, LICHS will provide targeted intervention to our SIFE and Log Term ELLs via SIFE Labs and LTE Labs twice a week in the spring. Also, LICHS provides tutoring through the SLC's tutoring, twice a week.

9. Transitional support for ELLs reaching proficiency on the NYSESLAT will be available for two years after students test out of ESL. This support includes the same testing accommodations during Regents examinations that current ELLs receive as allowed by NYSED. These students also have access to sheltered-English and TBE content classes at their request. We ensure programming so students continue in the NLA program to pass not only the Regents exam but AP exams as well. It is our sincere belief, backed by extensive research, that continuing to develop their first language literacy will improve our students' academic success in English.

10. The scheduling of during school targeted academic interventions for SIFE and Long Term ELLs via SIFE Labs and LTE Labs is a new strategy we are starting this year. Improving and expanding the integration of technology in all ELL classrooms is a major goal for the current and upcoming school years. This year LICHS has made available three smart boards for the Global Languages Academy. In addition, a new iPad cart with 24 iPads was purchased this year to improve instruction of ELLs. In addition, with the school's server upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased with the 2011 OELL SIFE-LTE grant funds in English, Spanish, Chinese, Italian, French, and Latin.

12. In academic year 2012-2013, LICHS adopted a school wide Smaller Learning Communities (SLC) model. This new school model affords all students, including ELLs, the opportunity to have equal access to all four SLCs. Returning LICHS ELLs selected their preferred SLC in March of 2012. Most ELLs chose the Global Languages SLC. However, a significant number of upper classmen chose other SLCs. Incoming ELLs are placed in the Global Languages SLC in order to ensure all CR Part 154 compliance are provided to newly arrived ELLs; students may choose to stay or transfer to a different SLC for the following academic year. All ELLs, including ELL-SWDs, have

equal access to all programs offered at LICHS. ELLs who express interest in Advanced Placement subjects, have access to the school's wide range of 26 AP courses. Currently, we have ELLs in most AP classes. We provide ELLs the opportunity to enroll in AP courses in order to offer them the rigor of instruction that will enable to be better prepared for post-secondary life. In addition, LICHS offers a wide variety of physical education "selectives" including swimming and gymnastics, as well as a great number of team sports, including fencing. We also have an extensive number of art and music electives. All ELLs have equal access to all these programs.

13. This year LICHS has made available three smart boards for the Global Languages Academy. In addition, a new iPad cart with 24 iPads was purchased this year to improve instruction of ELLs. In addition, with the school's sever upgrade, LICHS will be able to initiate the use of the Rosetta Stone software purchased in English, Spanish, Chinese, Italian, French, and Latin. All teachers in the Global Languages SLC have access to the ELMO projector, LCD projectors, laptop cart, MacBook cart, Lenovo netbook cart, and audiovisual equipment. The Milestones textbook series has an interactive technological component, and we will use Rosetta Stone with our students by the spring of the 2012-2013 academic year when our server upgrade will be completed. RIGOR materials including the CD-ROM and Read Aloud books will be incorporated into the CCLS argumentation unit for ESL beginner and SIFE students. In addition, LICHS purchased content area classroom libraries using the New York State Initiative on Emergent Bilinguals (NYSIEB) grant.

14. Thanks to the New York State Initiative on Emergent Bilinguals (NYSIEB) grant LICHS received last spring, all the teachers of ELLs received professional development in "Translanguaging" from Associate Research Investigators from the CUNY Graduate School. Teachers received intensive coaching on how to use the students' home language to support instruction. Teachers group students with "Translanguaging" theory in mind. In the Freestanding ESL program, students have access to bilingual glossaries and bilingual dictionaries and can work with other speakers of their home language in class. Depending on the population of the sheltered English content courses, additional home language materials, such as classroom libraries and bilingual textbooks, are introduced as available and appropriate. In the TBE program, Spanish-language texts are provided on a number of reading levels.

15. Services are provided taking in consideration students' English proficiency and grade level. Programming ELLs within the common core grade bands, allows students to be in age-appropriate classes.

16. Starting with the 2012-2013 academic school year, LICHS will hold orientation sessions for incoming ELLs and their parents before the start of the school year. This year we provided a freshmen orientation and freshmen boot camp that allowed students to get a feeling of what high school life is about at LICHS. Students took workshops on note-taking techniques and received tours of the school building and an overview of all the programs and support systems at LICHS. Parents where briefed by the principal, Ms. Vivian Selenikas, on the state of the school and engaged in a Q & A session. Translation in Spanish was provided by the Principal. Depending on future funding availability, the school may include a summer bridge enrichment program to help transition ELLs into LICHS.

17. If the student's native language is offered, we place the student in a native language course. We encourage the student to pass the Regents and Advanced Placement exams in his/her native language before studying an additional foreign language. Students, for whom we do not offer native language instruction, can choose from the foreign languages offered at LICHS: Spanish, French, Italian, Greek, Latin, and Chinese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Over the summer, the school-wide restructuring into college and career ready theme-based Small Learning Communities allowed for a majority of the population of current ELL students and bilingual students to be housed in an academy with two strands-Language, Media Arts and Technology and Language, Hospitality and Tourism. This academy structure allowed content and language support staff serving our ELL population to be programmed for periods of common planning. This common planning time allows the Lead Teacher for the Global Language Academy, Leonore Smith, to deliver in-house professional development to content and language teachers directly involved in the instruction of our ELL population. This in-house PD is supplemented by supports from external organizations. During summer, teachers and administrators from the SLC attended the ISA summer conference and focused on break-out sessions targeting ELL supports and strategies. These sessions were attended by ESL and content teachers of ELLs. At the ISA conference, teachers worked together to create cross content unit plans on the theme of identity in order to allow students to transition into the academy structure. Additionally, ESL and content teachers attended the AVID Summer Institute in Philadelphia. Two ESL teachers, Chrisa Kenny and Leonore Smith, the UFT Teacher Center Coordinator, Stella Cariagiorgis, and Lead Teacher for the Academy of Humanities and Urban Culture, Brooke Nixon-Friedheim were in attendance, along with Alison Gozzi, Special Education teacher serving as a co-teacher for ESL students, and two general education Social Studies and English teachers. The plan was to expand the AVID program and imbed AVID strategies in the ESL department as well as allow for teacher leaders to be empowered to share this professional development with staff throughout the school year. The Global Languages Academy Lead Teacher also attended the National Academy Foundation Summer Conference in Washington DC and the High Schools That Work, SREB Summer Institute in New Orleans with the goal of sharing the strategies from these institutes with content and language staff at the school through in-house PD. From September through December, professional development and supports were provided for translanguaging and ELL strategies. This was delivered to content and language staff through a grant with the New York State Initiative for Emergent Bilinguals (NYSIEB). High Schools That Work provided PD to the content and language teachers on reading-to-learn strategies, critical reading skills, and on the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. All content and language teachers directly involved with ELL instruction also received training in the SIOP model through HSTW. The Lead Teacher has surveyed the team of content and language teachers and has identified areas of need for further PD on components of the SIOP model that can be adopted by content teachers. The Assistant Principals continue to monitor content teachers working with ELLs in sciences, math, and social studies for compliance with Jose P.

2. All content and language teachers implemented identity themed units of study for the first ten days of the school year to build community and assist students with the transition to high school from middle school. Additionally, Lead Teachers, Leonore Smith, Halina Miltakis, Brooke Nixon-Friedheim, Elisa Mueller, and Zaharoula Skulikidis, as well as AVID trained teachers Brett Baron-Marionetti and Stella Cariagiorgis hosted a three-day Freshman Orientation Boot Camp to introduce new students to the building, the staff, and support programs available, as well as providing lessons on note taking skills and academic expectations. AVID continues to expand at the school and strategies have been shared with staff at PD sessions. The 9th grade academy offers students behavioral supports and provides explicit lessons on the transition to high school through their advisory courses.

3. ELL-specific professional development is part of the school's yearly PD plan. The AP of ESL, Ronny Rodriguez, will work with the content area APs to expand the number of content teachers receiving the 7.5 hours of ESL specific professional development. The AP alerts departments to on-going PD opportunities to support ELLs offered through the OELL, such as QTEL. Additionally, Mr. Rodriguez is working with HSTW to provide SIOP training, writing-to-learn strategies and curriculum development PD for content teachers directly involved with ESL students. The teaching staff of Global Languages Academy has met the mandate of 7.5 hours of ELL specific PD through the in-house PD offered by ESL certified Lead Teacher, Leonore Smith and supporting programs. During Election Day PD, staff received 3.0 hours of PD on HSTW strategies for accessing and decoding texts and on collaborative learning activities for ELLs with Philosophical Chairs and Socratic Seminar Activities. SLC staff also received 1.5 hours of professional development based on ISA conference materials on differentiation in the ESL classroom. Staff directly involved in the instruction of ELLs also received 1.5 hours of PD provided by NYSIEB on translanguaging and ESL strategies as well as on creating a linguistically diverse environment. The Lead Teacher for ESL and Global Languages provided an additional 1.5 hours of support and professional development on writing-to-learn strategies initially presented in two 45-minute sessions facilitated by Jeanette Hodges through HSTW. Global Languages Academy and Culinary Arts/Restaurant and Hotel management Academy staff will fulfill additional ELL specific PD in the spring through PD provided by HSTW on the Blueprint for ELL Instruction and curriculum development as well as on three identified components of the SIOP model-

assessment, interaction, and vocabulary acquisition strategies. The spring PD plan for the department is to allow staff members to share best practices for ELLs during Wednesday PD meetings and then follow-up with one another through informal intervisitation to both content and language classes.

E. Parental Involvement

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

1. Parents of LICHS students, including parents of ELLs, are invited to the monthly Parent Association Meetings and interpretation is provided. Parents receive a newsletter created by the school's Parent Coordinator, Crisa Ignatiadis and Spanish Bilingual Parent Coordinator, Michelle Perez, describing various events during the academic school year. This newsletter includes Spanish translations. School events such as workshops, available tutoring, report card distribution, college informational and financial aid sessions, and Parent Teacher Conferences are announced in the parent newsletter. In addition, parents can view their children's performance and attendance on the ARIS website. The parent coordinators will provide parents with the ARIS link, access code, and password.

2. Adult ESL classes are offered on Saturdays at LICHS through the NYC DOE Office of Adult Education. St. John's University's Gear Up program invites the parents of participating students to numerous events throughout the academic school year. The Leadership Program/21st Century Grant provides facilitators for workshops specifically on topics that the parents have requested.

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

4. Many of the parents of our ELLs are unfamiliar with NYC graduation requirements and the college admission process in the United States. The school's College Office invites parents to three major college informational events during the academic school year: a College Fair in October, a Financial Aid Night in December and a College Information night to target juniors (11th graders) and their parents in the spring. In addition, the College office provides support to students and families through CUNY and SUNY admission process, completion of the FAFSA form, and in taking advantage of scholarship opportunities. Through the Title III grant, the ESL department has been able to provide other college-related activities specifically for ELLs and their parents. For example, parents have accompanied their children on ESL visits to college campuses. At the high school level, one of the workshop LICHS has offered to parents was how to communicate with your child's school. Through The Leadership Program/21st Century Grant, the ESL department will offer specific workshops for the parents of ELLs starting in the 2012-2013 academic school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										30	28	14	17	89

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										53	43	35	68	199
Advanced (A)										44	40	30	44	158
Total	0	0	0	0	0	0	0	0	0	127	111	79	129	446

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										4	3	3	1
	I										12	22	23	39
	A										41	32	31	27
	P										52	45	21	46
READING/ WRITING	B										12	15	11	10
	I										53	43	37	65
	A										33	30	22	37
	P										2	2	1	0

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	216	0	48	0
Integrated Algebra	190	7	95	1
Geometry	51	0	26	0
Algebra 2/Trigonometry	7	0	3	0
Math				
Biology				
Chemistry	23	0	13	0
Earth Science	65	15	22	2
Living Environment	202	76	67	30
Physics	0	0	0	0
Global History and Geography	182	45	58	12
US History and Government	137	30	69	13
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	30	19	19	29				
Chinese Reading Test								

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

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

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

2. Thus far during the 2012-2013 school year, there have been 59 new admits who were eligible for LAB-R testing. Of those 59 students, 32 scored above the cut-off for ELL services. The other 27 students were spread across the three proficiency levels: 7 Beginners, 8 Intermediate and 12 Advanced. However, we have found that the LAB-R scores are not necessarily aligned with the NYSESLAT scores. Due to their responses during the informal interview, low scores in the listening section of the LAB-R, and poor performance in class, we have placed some of these students in lower ESL levels. All students receive the mandated number of minutes for their official proficiency level regardless of any such level changes. For example, out of the 12 students who scored at the advanced level, one of them had difficulties in the advanced class, and during the intake interview, and was programmed for a double period intermediate ESL class and an ELA single period class. Three of the students who scored at the Intermediate level are now placed in beginning level ESL classes. We find that students who do well in the reading and/or writing sections of the LAB-R but poorly in the Listening section are often better served in a class "below" their official proficiency score. These are changes to the level of the class for the purpose of providing the most appropriate instruction; they are not changes to the number of ESL minutes provided.

3. The highest number of our ELLs scored at the Intermediate proficiency level on the 2012 NYSESLAT than any other proficiency level (181 Intermediate vs. 47 Beginners and 132 Advanced out of 423 exam takers). This seems to indicate that we are effective at moving students from beginning to intermediate levels of proficiency but we are less successful at moving them from intermediate to advanced or advanced to proficient. Furthermore, the modality report shows that our ELLs are much more likely to be proficient or advanced in Listening and Speaking than they are in Reading and Writing. This makes sense when one considers that 45% of our ELL population is composed of ELLs receiving services for four years or more and over 22% of ELLs receiving services for more than six years (long-term ELLs). Since the data shows our students are likely to need literacy development, we have identified specific reading and writing strategies that we believe will help move our students to grade level work in English. This year we have decided to continue the use of three specific literary strategies for the school year: MEAL (Main idea, Evidence, Analysis, Link) paragraphs, Read to Write (R2W) text coding and iPad (identify Purpose, Annotate and Draw conclusions). In addition, starting in the 2012-2013 academic school year we are adding the reading-to-learn strategies, critical reading skills, and the Literacy Design Collaborative module models for lesson development aligned to the City-Wide Instructional Expectations and Common Core State Standards in writing and reading. Also, all teachers of ELLs will receive 21 hours of professional development on the English 3D program from Scholastic. We are optimistic that the current initiatives put in place this year, will result in improved language acquisition and literacy and overall academic achievement for all our ELLs, especially those receiving services for four or more years.

4a. For the June 2012 Regents results in ELA, Global Studies, Living Environment, and Earth Science show that less than one third of the students taking those exams pass them. For the Algebra and US History Regents, no more than half of the students taking the exam passed it (Algebra: 50%; US History: 50%). On the other hand, our students taking the Geometry and Chemistry Regents scored at higher levels compared to other Regents (Geometry 51% passing rate and Chemistry 57% passing rate.) These results indicate that our students have difficulty attaining a passing score on the Regents they take during the first two years of high school. For this reason, LICHS has decided to provide intense targeted academic intervention for all ELLs taking the ELA, Global Studies, Living Environment, Earth Science, and Algebra Regents in both the January and June Regents administrations. This is possible by offering the Title III ELL Saturday Academy

from November to June. In order to increase the ELLs passing rates in US History and Geometry, US History and Geometry classes are also offered in the ELL Saturday Academy. In addition, LICHS provides added support to ELLs by providing push-in ESL teachers in the ninth and tenth grade Global Studies, Earth Science, and eleventh grade US History ELL sections. During the 2010-2011 academic school year ELLs who took Regents exams in their native language did not outperform ELLs who took the Regents exam in English in four out of five exams. Students taking the exam in their native language had lower passing rates in Algebra (14% vs. 50%), Earth Science (13% vs. 33%), Global Studies (27% vs. 32%) and US History (43% vs. 50%). However, on the Living Environment Regents, ELLs taking the exam in their native language actually outperformed ELLs taking it in English (39% to 33%). We do not believe that ELLs would not do well when using the native language version of the Regents in future administrations. Research states that the more native language support we can give ELLs, the better they would do in content areas that require literacy; thus, LICHS will continue providing native language support to all ELLs in content area classes. LICHS will continue to offer students both the English and available native language versions of the Regents in all administrations. Also, we will continue to provide students with available bilingual glossaries and bilingual word-to-word dictionaries during class and during the administration of Regents examinations as allowed by NYSED. In addition, LICHS has opted to offer students double time accommodation for all Regents Examinations to all ESL students as permitted by NYSED.

4b. Teachers and school leadership have thus far been more concerned with the Regents results of our ELLs than the ELL periodic assessment. However, the data supports the NYSESLAT data in indicating the need to reinforce reading and writing strategies to help move our ELLs to grade level work. The LICHS community is optimistic that the Common Core Learning Standard instructional units, requiring students to ground reading, writing, and argumentation in evidence from texts, developed and implemented starting in academic school year 2012-2013, will be an opportunity to have multiple faculty members look at student work together to assess needs and inform instruction.

4c. While the ELL periodic assessment mainly gives us additional information about English proficiency levels, the Scantron Performance Series gives us a grade reading level and specific "next step" targets in reading for each student. Since the CCLS argumentation unit will be done in every content area, we are looking forward to the information this will provide to us on students native language abilities. Starting in the 2012-2013 academic school year, LICHS's Global Languages SLC will take a closer look at the data reported on the ELL Periodic assessment and engage all teachers of ELLs in inquiry work of item analysis to inform instruction across the curriculum.

5. LICHS does not offer a DL program.

6. We had 66 students, slightly less than 15% of our ELL population, score proficient on the 2012 NYSESLAT exam. This speaks to our ability to transition ELLs to Former ELLs. Unfortunately, there is an obvious need to improve our preparation of ELLs for the Regents exams required for graduation: ELA, Algebra, Global History, US History, and Living Environment. Because these exams have enormous literacy demands, these results align with the NYSESLAT data which shows that our students need to further develop their reading and writing skills. We are taking a number of steps we have identified as likely to move students in these areas. All teachers of ELLs, including content teachers, receive intensive professional development on ESL strategies on how to address the needs of this at risk student subgroup via training from ISA, HTW, Scholastic, Lead Teachers, UFT Teacher Center Teacher, and ESL and content area Assistant Principals. Instructional strategies and materials to provide access to academic content areas and accelerate English language development to ELLs include Milestones series, English 3D program, RIGOR program, classroom libraries, iPads, netbooks, audiobooks, and teacher created materials. Content area teachers are provided with grade level appropriate supports such as content materials either written specifically for ELLs (English 3D and RIGOR) or that provide appropriate ELL scaffold (DK Eyewitness Books), and audiobooks via the iPad. In addition, new curriculum mapping of all ELL courses and argumentation units will be developed starting in the 2012-2013 academic school year. The LICHS community is very optimistic that after putting all the above mentioned initiatives in place, ELLs will be successful both in their English language acquisition and their academic achievement.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Long Island City High School</u>		School DBN: <u>30Q450</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Vivian Selenikas	Principal		
Ronny E. Rodríguez	Assistant Principal		
Crisa Ignatiadis	Parent Coordinator		
Guoping Wang	ESL Teacher		
Anita O'Brien	Parent		
María Rodríguez/AP Science	Teacher/Subject Area		
Margie Schikman/AP SS	Teacher/Subject Area		
Leonore Smith/ESL Lead Teacher	Coach		
Halina Miltakis/Lead Teacher	Coach		
Yesenia Fermin/Bil. GC.	Guidance Counselor		
Nancy Di Maggio	Network Leader		
Michelle Perez/Bil. PC	Other <u>Parent Coordinator</u>		
Kenny Achiron/Teacher	Other <u>Teacher/UFT chapter</u>		
Carol Wang-Moncada/Teacher	Other <u>Testing Coordinator</u>		
Leonard Brief/AP ISS	Other <u>Assistant Principal</u>		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN 202

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

Part A: Needs Assessment Findings

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

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

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

After English (2275 primary guardians), the highest occurring preferred language is Spanish (1980 primary guardians). The next most frequently occurring preferred language is Bengali (187 primary guardians), then Chinese (107), and Arabic (75). Polish (39), Korean (31), Urdu (31), Penjabi (17), Nepali (16), Hindi (13), and Albanian (11) are the remaining language with more than ten primary guardian preferences. There are an addition twenty five languages with fewer than ten preference requests. This information was shared with the school community in two ways. First, an Excel workbook with the RAPL file including separate worksheets listing parents whose preferred language is Bengali, Arabic or Chinese was sent electronically to the APs of guidance and security. This information was also used to create student groups in STARS to facilitate the distribution of translated materials during the school day.

Part B: Strategies and Activities

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

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

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

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

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

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

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

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: Long Island City High School	DBN: 30Q450
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Vacation academy
Total # of ELLs to be served: 439
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: 8
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Direct Instruction Supplemental Program will consist of a nine-week Saturday Academy in the Fall, a 16-week Saturday Academy in the Spring, and a 4 day-long Vacation Academy during the Spring Recess. Academies will focus on intense skills building in preparation for Regents examinations and College Readiness for 9th, 10th, 11th and 12th graders. All 439 ELLs in the school will be invited to attend each academy. An intensive effort will be made to recruit the 118 ELLs with disabilities. The 50 SIFE students and 106 Long-term ELLs will be invited to these activities, too, but more of an effort will be made to include them in the activities funded by the school's SIFE/Long Term ELL grant.

Activity #1: ELL Saturday Academies

Historically, after school programs for ELLs at LICHS have been very sparsely attended and ELL attendance to the school's general Saturday Academy has also been low. The proposed Fall Saturday academy will run for nine Saturdays from November to January for the Fall Saturday Academy and the Spring Saturday Academy will run for 16 Saturdays from February to June. Each Saturday will run from 8:00 am to 12:00 am. By creating a special ELL section of the Saturday Academy focused on Regents Preparation and College Readiness, the intent is to create a welcoming environment that intentionally uses instructional techniques proven to work with ELLs, including the MEAL paragraph for scaffolding writing, integration of the technology available in the Global Languages Academy plus iPads purchased with the 2012-2013 CUNY-NYIEB grant. The program will be staffed by licensed ESL and content area teachers: one teacher with dual certification in ESL/ELA for the advanced class, two ESL licensed teachers for beginner and intermediate classes, two Spanish Bilingual licensed Math teachers for the Algebra and Geometry classes, two licensed Social Studies teachers for the Global Studies and U.S. History classes, and one Science licensed teacher. The Science teacher will teach Living Environment during period 1 and Earth Science during period 2, if needed. An Assistant Principal with ESL certification will provide push-in support to the content area teachers, without a bilingual extension or ESL certification, with appropriate ESL strategies. The program will invite ELLs in grades 9-12 whom need direct instruction and supplemental services beyond the mandated units of service mandated as per CR Part 154. The program will consist of the following: A beginning ESL class taught by an ESL licensed teacher that will serve at least 30 beginning students in grades 9-12, in two sessions of two hours each. An intermediate ESL class taught by a licensed ESL teacher that will serve at least 30 students in grades 9-12, in two sessions of two hours each. An advanced ESL class taught by a dually licensed ESL/ELA teacher that will serve at least 30 students in grades 9-12, in two sessions of two hours each. An Algebra class taught by a Mathematics licensed teacher that will serve at least 30 students in grades 9-12, in two sessions of two hours each. A Geometry class taught by a Mathematics licensed teacher that will serve at least 40 students in grades 10-12, in sessions of two hours each. A Global Studies class taught by a

Part B: Direct Instruction Supplemental Program Information

Social Studies licensed teacher that will serve at least 30 students in grades 9-12, in sessions of two hours each. A U.S. History class taught by a Social Studies licensed teacher that will serve at least 30 students in grades 11-12, in sessions of two hours each. A Living Environment class taught by a licensed Living Environment teacher that will serve at least 30 students in grades 9-12, in two sessions of two hours each

Activity #2: ELL Vacation Academy

The Vacation Academy will meet from 8:00 am to 12:00 pm for four days during spring recess in March and will especially target ELLs whose families cannot afford to travel. This academy will provide students with strategically planned skills based lessons in preparation for the June Regents exams. Preparation for the ELA, Algebra, Global, U.S. History, and Living Environment and/or Earth Science Regents examinations will be included in the vacation academy. Again, the preparation for the Comprehensive English Regents will be provided by a dually certified (ESL & ELA) teacher and the content area instruction will be provided by a teacher licensed in the content area that either has a bilingual extension or receives push-in and planning support from an Assistant Principal with ESL certification. In addition to targeted Regents preparation using the Kaplan Advantage NYS English books and Castle Learning, students will also use ESLreadingsmart for additional practice non-fiction and in literature and Study Island for the Global Studies and U.S. History Regents. By including a cultural celebration or trip within the structure of the four-day academy, we also provide students with an enjoyable activity. The cultural activity might be a potluck event where each child brings a dish from his/her culture or a trip to a Math, Science or History Museum. The teachers for each vacation academy will work with the AP to determine the most appropriate and feasible event. The program will be staffed by an ESL supervisor, a dually certified ESL/ELA teacher, a licensed Spanish Bilingual Math teacher, a licensed Science, and two licensed Social Studies teacher for the Global and U.S. History classes. Each class will serve at least 20 ELLs in grades 9-12, in four sessions of four hours. We are planning to offer each class in two sessions of two hours each. Students will attend two classes according to the exams they need to prepare for. For example, if a student needs to take the ELA and the Algebra Regents, the student will attend the ELA class for two hours and the Algebra class for two hours. We are hoping to attract at least 15 students per every two hour session for each class we offer.

Part C: Professional Development

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

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

Begin description here: Title III Professional Development will consist of a during-school Inquiry team for ESL and ELA teachers of ELLs whose courses end in the Comprehensive English Regents and a content Inquiry team for teachers of ELLs whose courses end in a content area Regents Examination.

Activity #1: English Regents Inquiry Team. The ESL/ELA inquiry teams will meet during Common Planning Time (CPT) at least once a week. The focus for the 2012-2013, academic year will be to develop curriculum around the Common Core Learning Standards relating to Argumentation. The urgency for our

Part C: Professional Development

ELLs to be successful on the Comprehensive English Regents requires additional inquiry specifically focused on how our ELLs perform on Regents tasks and therefore the inquiry team will need one of the five CPT days a week to ensure this goal is met. The ESL/ELA Comprehensive English Regents inquiry team will meet on Thursdays during periods 4 or 5 throughout the year and will be led by Lead Teacher Leonore Smith. The team will include all ESL and ELA teachers of ELLs whose courses end in the Regents. Protocols for looking at student work will be used to identify next steps. Participating teachers include: Wilfred Cameron (ESL), Arlene Ritter (ESL & ELA), Alma Siljkovic (ESL & ELA), Liz Souers (ESL) and Katy Ward (ESL), Christopher Watkins (ESL), and Ms. Gozzi (ISS). The content area inquiry team will also meet with the ESL teachers during CPT during periods 4 or 5 every Thursday throughout the year and be led by the Assistant Principal of ESL and/or the Assistant Principal of the core content areas. The team will include all the teachers of ELLs whose courses end in a content area Regents Examination.

Activity #2: Professional Development for Content Teachers of ELLs who do not yet have ESL certification or a Bilingual Extension will attend the content-specific Quality Teaching for English Learners (QTEL) workshops and other appropriate professional development sessions offered through the Office of English Language Learners (OELL). Also, there will be in-house professional development every Wednesday during Department PD and Smaller Learning Communities PD that will include best practices to address the needs of ELLs including sheltered instruction, differentiation of instruction, students' learning styles, and integration of technology. In addition, High Schools That Work (HSTW) will provide professional development twice a month to SLC directors, Assistant Principals, Lead Teachers, ESL, ELA, and content area teachers of all five SLCs at LICHS.

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

Activity #1: Culture Events/Trips as part of Vacation Academy. We have found that parents are more likely to attend an event with their child than to come to a Parent only event. The cultural activities are festive and celebratory in nature and give parents an opportunity for active participation in the school community. For potluck events, parents would assist with the preparation of food and participate in the social interaction. Parents would also be invited to serve as chaperones for trips and other special events. In addition, we plan to have college workshops for parents throughout the school year provided by our College advisor Mrs. Barbara Elias and Senior advisor Chrisa Kenny. Also, our bilingual parent coordinator, Michell Perez and our bilingual guidance counselor, Ms. Yessenia Fermin will facilitate parenting skills workshops. The workshops will be provided monthly on the second Saturday of the

Part D: Parental Engagement Activities

month from January to June. The following are tentative titles of workshops we will offer to parents: Graduation Requirements, How to Help our Children Achieve on Standardized Testing: NYSESLAT and SAT, ARIS: How to Monitor my Child's Academic Progress, The College Application Process, Financial Aid and Paying for College, How can I help my Child Succeed in High School.

Activity #2: College Visits. Many of the parents of our ELLs have not attended college in the United States. The more we can educate them about the process of helping their children choose and apply to appropriate colleges, the more of our ELLs will actually end up attending college. Therefore, two visits will be made to colleges both inside and, hopefully, outside New York City. By starting with a college in New York City, we hope to get more participation. As part of the debrief of the second trip, we will ask parents how their experiences of the two visits differed, and how they have influenced their hopes for their children. In addition, we will work closely with the college office to ensure that parents of ELLs are invited to college information sessions.

Part E: Budget

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

Allocation Amount: \$56556

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

Part E: Budget

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

Allocation Amount: \$56556

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	56,556	